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ABSTRACT

This 1991 edition of the handbook for Winnipeg School Division Number 1 school library media programs presents detailed program guidelines, objectives, philosophies, and goals in five major sections: (1) Library Policy and Practices (statement of the division's educational philosophy and goals, philosophy and goals of the division's library program, philosophy and goals of the school's library program, evaluation of school library media services, school records and reports); (2) Personnel (staffing patterns, job descriptions, qualifications drafts, evaluation, continuing education); (3) Instructional Program (design and development, independent learning skills, literary and cultural appreciation, visual literacy, interactive listening, staff inservice programs); (4) Organization and Administration at the School Building Level (time management, staff management, orientation programs, efficient use of facilities and equipment, selection of materials and equipment, production services at the school building level, budgets and accounting, forms by number and use, acquisition of materials, organization and circulation of material, maintenance of collection, volunteers in the library, public relations, networking); and (5) Divisional Support of School Programs Provided by Teachers Library and Resource Centre (TLRC) (staff relationships within division, scope of services, staff relationships, facilities, professional development services, processing services, reference services, film services, production services, equipment repair service, equipment loan service, maintenance and inventory programs, advisory committees, other committees, publications, policy papers). (MAB)

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LIBRARY MEDIA SERVICES

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HANDBOOK

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The Winnipeg School Division No. 1

IR053971

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T.L.R.C. PERSONNEL HANDBOOK

PART 1 - LIBRARY POLICY AND PRACTICES

✓ 1.1 STATEMENT OF DIVISION'S EDUCATIONAL PHILOSOPHY AND GOALS

1.2 PHILOSOPHY AND GOALS OF THE DIVISION'S LIBRARY PROGRAM

- ✓ 1.2.1 Statement of philosophy
- ✓ 1.2.2 Components of the library media program
- ✓ 1.2.3 Long-term goals
- ✓ 1.2.4 Short-term goals

1.3 PHILOSOPHY AND GOALS OF THE SCHOOL'S LIBRARY PROGRAM

- ✓ 1.3.1 Goals - Long-term and short-term
- ✓ 1.3.2 Priorities form
- ✓ 1.3.3 Guidelines for written school library policy

1.4 EVALUATION OF SCHOOL LIBRARY MEDIA SERVICES

- ✓ 1.4.1 Guidelines for evaluation of school library program
- ✓ 1.4.2 Evaluation form

1.5 SCHOOL RECORDS AND REPORTS

- ✓ 1.5.1 Day Book
- ✓ 1.5.2 Progress reports to principal
- ✓ 1.5.3 Reports to staff
- ✓ 1.5.4 Reports to community
- ✓ 1.5.5 Annual report form - Procedure
  - ✓ 1.5.5.1 Annual Report Form

PART 2 - PERSONNEL

2.1 STAFFING PATTERNS

- ✓ 2.1.1 Administrative structure
- ✓ 2.1.2 Library staffing pattern

2.2 JOB DESCRIPTIONS

- ✓ 2.2.1 Teacher-librarian
- ✓ 2.2.2 Library technical assistant
- ✓ 2.2.3 Library clerk

2.3 QUALIFICATIONS DRAFTS

- ✓ 2.3.1 Teacher-librarian
- ✓ 2.3.2 Library technical assistant
- ✓ 2.3.3 Library clerk

2.4 EVALUATION

- ✓ 2.4.1 Teacher-librarian
- ✓ 2.4.2 Library technical assistant and library clerk

2.5 CONTINUING EDUCATION

- ✓ 2.5.1 Teacher-librarians
- ✓ 2.5.2 Library technical assistants and library clerks

PART 3 - INSTRUCTIONAL PROGRAM

3.1 DESIGN AND DEVELOPMENT

- ✓ 3.1.1 The learning process
- ✓ 3.1.2 The library in the classroom program
- ✓ 3.1.3 The classroom in the library program
- ✓ 3.1.4 Teacher and librarian cooperation
- ✓ 3.1.5 Preparation time
- ✓ 3.1.6 Scheduling and timetables

- ✓ 3.1.7 Principles of curriculum design and development
- ✓ 3.1.8 Bloom's taxonomy
- ✓ 3.1.9 Questioning techniques
- ✓ 3.1.10 Setting the stage for independent learning
- ✓ 3.1.11 Recording information
- ✓ 3.1.12 Discussion as a teaching method
- ✓ 3.1.13 Problem solving as a teaching method
- ✓ 3.1.14 Functional products
- ✓ 3.1.15 Principles of evaluation

3.2 INDEPENDENT LEARNING SKILLS

- ✓ 3.2.1 Skills (Scope and sequence draft)
- 3.2.2 Planning guides
  - ✓ 3.2.2.1 Building block model
  - ✓ 3.2.2.2 Unit planning form
- ✓ 3.2.3 Teaching strategies
- ✓ 3.2.4 Phases in I. L. S. program development

3.3 LITERARY AND CULTURAL APPRECIATION

- 3.3.1 Skills
  - 3.3.1.1 Scope and sequence draft
  - ✓ 3.3.1.2 Elements of literature
  - ✓ 3.3.1.3 Basic patterns in literature
- 3.3.2 Planning guides
  - ✓ 3.3.2.1 Building block model
  - ✓ 3.3.2.2 Literature appreciation planning guide
- ✓ 3.3.3 Teaching strategies
- ✓ 3.3.4 Phases in L. and C. A. program development

3.4 VISUAL LITERACY

- 3.4.1 "Reading" visuals
  - 3.4.1.1 Skills
  - 3.4.1.2 Planning guides
  - ✓ 3.4.1.3 Teaching strategies
- 3.4.2 "Writing" with visuals
  - 3.4.2.1 Skills
  - 3.4.2.2 Planning guides
  - 3.4.2.3 Teaching strategies

3.5 INTERACTIVE LISTENING

- ✓ 3.5.1 Skills
- 3.5.2 Planning guides
- 3.5.3 Teaching strategies

3.6 STAFF INSERVICES

- ✓ 3.6.1 Organizing a workshop - some basic principles
- ✓ 3.6.2 Possible topics
- ✓ 3.6.3 Resources
  - ✓ 3.6.3.1 People
  - ✓ 3.6.3.2 Media

PART 4 - ORGANIZATION AND ADMINISTRATION AT THE SHOOL BUILDING LEVEL

4.1 TIME MANAGEMENT

- ✓ 4.1.1 Time management ladder
- ✓ 4.1.2 T.L.R.C. CALENDAR FOR SCHOOL LIBRARIES

4.2 STAFF MANAGEMENT

4.3 ORIENTATION PROGRAMS

- ✓ 4.3.1 For staff
- ✓ 4.3.2 For students

4.4 EFFICIENT USE OF FACILITIES AND EQUIPMENT

- ✓ 4.4.1 Designing the physical environment
- 4.4.2 Aids to independent use
  - ✓ 4.4.2.1 Handbook
  - ✓ 4.4.2.2 Directional signs and labels
- ✓ 4.4.3 Bulletin boards and displays

4.5 SELECTION OF MATERIALS AND EQUIPMENT

- ✓ 4.5.1 Print and non-print guidelines
- ✓ 4.5.2 Collection development plan
- ✓ 4.5.3 Consideration file
- ✓ 4.5.4 Media reviewing program
- ✓ 4.5.5 Role of Display Library
- ✓ 4.5.6 Special preview requests
- ✓ 4.5.7 Selection tools
- ✓ 4.5.8 Searching tools
- 4.5.9 Donations

4.6 PRODUCTION SERVICES AT THE SCHOOL BUILDING LEVEL

4.7 BUDGETS AND ACCOUNTING

- ✓ 4.7.1 Account numbers
- ✓ 4.7.2 Calculating the library budget
- ✓ 4.7.3 Library budget form letter
- ✓ 4.7.4 Library development funds
- ✓ 4.7.5 Local purchasing
- ✓ 4.7.6 Forms to manage your money - summary sheet
- ✓ 4.7.7 Preparing a budget plan
- ✓ 4.7.8 Reading the print-out.

4.8 FORMS BY NUMBER AND USE

- ✓ 4.8.1 General requisition form
- ✓ 4.8.2 Consideration card
- ✓ 4.8.3 Materials Order form (5 - part)
- ✓ 4.8.4 Library Order Card
- ✓ 4.8.5 Order reports
- ✓ 4.8.6 Periodical order sheet
- ✓ 4.8.7 Periodical record card
- ✓ 4.8.8 Pamphlet file subject card
- ✓ 4.8.9 Film booking request
- 4.8.10 Repair services forms
    - ✓ 4.8.10.1 Receipt of equipment form
    - ✓ 4.8.10.2 Service report
    - ✓ 4.8.10.3 Itemized monthly charge reports
- ✓ 4.8.11 Binding slip
- 4.8.12 Annual requisition for
    - ✓ 4.8.12.1 Audio-visual supplies
    - ✓ 4.8.12.2 Audio-visual equipment
    - ✓ 4.8.12.3 Library equipment, furnishings and supplies
- 4.8.13 Budget request form
    - ✓ 4.8.13.1 Alterations and improvements
    - ✓ 4.8.13.2 Maintenance
- ✓ 4.8.14 Break in, damage and loss report
- ✓ 4.8.15 Work Requisition for Repairs
- ✓ 4.8.16 Accident Report
- ✓ 4.8.17 Professional personnel record form
- ✓ 4.8.18 Request for short leave of absence form - teachers
- ✓ 4.8.19 Request for short leave of absence form - support staff
- ✓ 4.8.20 Certificate covering absence due to illness (3 consecutive days or less)
- ✓ 4.8.21 Certificate covering absence due to illness (more than three consecutive days)
- ✓ 4.8.22 Part-time and temporary clerks time reports
- ✓ 4.8.23 Request for reimbursement form

4.9 ACQUISITION OF MATERIALS

- ✓ 4.9.1 Ordering dates
- ✓ 4.9.2 Clerical procedures for placing materials order
- ✓ 4.9.3 Clerical procedures for receipt of new material in the library
- ✓ 4.9.4 Filing rules
- ✓ 4.9.5 Periodicals

4.10 ORGANIZATION AND CIRCULATION OF MATERIAL

- ✓ 4.10.1 Circulation systems
- ✓ 4.10.2 Non-book material
- ✓ 4.10.3 Reference material
- ✓ 4.10.4 Periodicals
- ✓ 4.10.5 Vertical file
- ✓ 4.10.6 AV Equipment
- ✓ 4.10.7 Scheduling
- ✓ 4.10.8 Overdue materials
- ✓ 4.10.9 Reducing loss
    - ✓ 4.10.9.1 Security systems
    - ✓ 4.10.9.2 Other techniques
- ✓ 4.10.10 Reserve systems
- 4.10.11 Archival material
- ✓ 4.10.12 Microcomputer Software MRDF's

4.11 MAINTENANCE OF COLLECTION

- ✓ 4.11.1 Weeding
- ✓ 4.11.2 Depository
- ✓ 4.11.3 Bindery
- ✓ 4.11.4 Inventory

4.12 VOLUNTEERS IN THE LIBRARY

- ✓ 4.12.1 Student assistants
- ✓ 4.12.2 Adult volunteers

✓ 4.13 PUBLIC RELATIONS

4.14 NETWORKING

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PART 5 - DIVISIONAL SUPPORT OF SCHOOL PROGRAMS PROVIDED BY T.L.R.C.

5.1 STAFF RELATIONSHIPS WITHIN DIVISION
- ✓ 5.1.1 Administrative Structure

5.2 T.L.R.C. SCOPE OF SERVICES
- ✓ 5.2.1 T.L.R.C. Scope of Services

5.3 T.L.R.C. STAFF RELATIONSHIPS
- ✓ 5.3.1 Staff Relationships in Library Media Services.

5.4 T.L.R.C. FACILITIES
- ✓ 5.4.1 Floor Plan
- 5.4.2 Meeting rooms
- 5.4.3 Tours

5.5 PROFESSIONAL DEVELOPMENT SERVICES
- ✓ 5.5.1 Consultant Services
- ✓ 5.5.2 Librarians' study sessions
- ✓ 5.5.3 Clerks' and L.T.As' in-service sessions
- ✓ 5.5.4 Librarians' orientation sessions
- 5.5.5 Orientation for new teachers
- ✓ 5.5.6 Clerks' amd L.T.A.s' training program
- ✓ 5.5.7 School initiated workshops
- ✓ 5.5.8 "Voluntary" workshops
- ✓ 5.5.9 Evaluation

5.6 PROCESSING SERVICES
- ✓ 5.6.1 Materials ordered on library budget
- ✓ 5.6.2 Materials ordered by school
- ✓ 5.6.3 Discrepancies and questions
- ✓ 5.6.4 Subject headings for
    - ✓ 5.6.4.1 Fiction and Easy
    - ✓ 5.6.4.2 Vertical file
    - ✓ 5.6.4.3 Canadiana and Manitobiana

5.7 REFERENCE SERVICES
- ✓ 5.7.1 Professional lending library
- ✓ 5.7.2 Inter-library loan
- ✓ 5.7.3 Ready reference

✓ 5.7.4 Bibliographies
✓ 5.7.5 Order assistance
✓ 5.7.6 Research papers/projects
✓ 5.7.7 Archives
✓ 5.7.8 Networking

5.8 FILM SERVICES

✓ 5.8.1 Catalogues
✓ 5.8.2 Booking procedures
✓ 5.8.3 Film preview program

5.9 PRODUCTION SERVICES

✓ 5.9.1 Equipment and materials
✓ 5.9.2 Training programs

5.10 EQUIPMENT REPAIR SERVICE

✓ 5.10.1 Scope of service
✓ 5.10.2 Procedure
✓ 5.10.3 Forms

5.11 EQUIPMENT LOAN SERVICE

✓ 5.11.1 Scope of service
✓ 5.11.2 Booking procedure

5.12 MAINTENANCE AND INVENTORY PROGRAMS

✓ 5.12.1 Library
✓ 5.12.2 AV Equipment

5.13 ADVISORY COMMITTEES

✓ 5.13.1 Program Planning Advisory Committee
✓ 5.13.2 T.L.R.C. Advisory Committee
✓ 5.13.3 Equipment Advisory Committee

5.14 OTHER COMMITTEES

5.14.1 T.L.R.C. Ad Hoc Committees
(For e.g. - Handbook Revision Committee)
5.14.2 Representation on Divisional Committees
5.14.3 Representation on Provincial Committees
5.14.4 Representation on National Committees

5.15 PUBLICATIONS

✓ 5.15.1 Newsletter
✓ 5.15.2 Inklings
✓ 5.15.3 Appraisals
✓ 5.15.4 Union list of periodicals
✓ 5.15.5 Special collections
5.15.6 AV Equipment handbook
✓ 5.15.7 Film catalogue
✓ 5.15.8 Personnel handbook

5.16 POLICY PAPERS

✓ 5.16.1 Qualifications for teacher-librarians
✓ 5.16.2 Selection of learning resources
✓ 5.16.3 Television services
5.16.4 Film services

PART 1

LIBRARY POLICY
AND
PRACTICES

1.1 STATEMENT OF DIVISION'S EDUCATIONAL PHILOSOPHY AND GOALS

1.2 PHILOSOPHY AND GOALS OF THE DIVISION'S LIBRARY PROGRAM

1.3 PHILOSOPHY AND GOALS OF THE SCHOOLS LIBRARY PROGRAM

1.4 EVALUATION OF SCHOOL LIBRARY MEDIA SERVICES

1.5 SCHOOL RECORDS AND REPORTS

STATEMENT OF DIVISION'S EDUCATIONAL PHILOSOPHY AND GOALS

✓1.1.1 EXCERPTED FROM THE POLICY MANUAL

✓1.1.2 EXCERPTED FROM THE CODE OF RULES

✓1.1.3 SUPERINTENDENT'S STATEMENT - EXTRACTED FROM THE PRINCIPAL'S EVALUATION FORM , SEPTEMBER 16, 1980.

✓1.1.4 Winnipeg School Division: Educational Philosophy

1.1.1 EXCERPTED FROM THE POLICY MANUAL

POLICY MANUAL

THE WINNIPEG SCHOOL DIVISION NO. 1 1577 Wall Street East Winnipeg, Manitoba, Canada R3E 2S5	Current Code: 1A

INSTRUCTIONAL GOALS

The Program of instruction in the regular elementary, junior high, and senior high schools shall be based upon the program of studies as set out by the provincial Department of Education. Within the limits established by the provincial Departments of Education, it shall be the policy of the Division to keep the program flexible and related to the needs of the pupils and of the community.

In the elementary schools, provision shall be made for the inculcation of ideals of group behavior, and, to this end, organized play, intramural sports and games, and other organized student activities shall be fostered.

The junior and senior high schools shall provide instruction in the practical arts. They shall also provide, where possible, opportunities in orchestras, choral groups, dramatics, and club activities related to the school program. These schools shall have organized programs of pupil activities, managed under a common pattern of student participation in school government under teacher supervision, for the purpose of developing leadership and democratic participation in group activities. They shall continue to develop the attitudes, ideals, and democratic loyalties begun in the elementary schools, and shall give careful attention to guidance and counselling. Provision shall be made for intramural and inter-school athletics.

Sec. 2.3 Code of Rules

1.1.2. EXCERPTED FROM THE CODE OF RULES

Section 2.1 - Purposes and Objectives

The central purpose of the schools of the Division shall be the preservation and extension of the democratic way of life and the development of each individual to his highest potentiality. To this end, the schools shall strive to develop in children the knowledge, skills, habits, understandings, attitudes and character traits that are essential for the sound choice of, and participation in, a vocation, and for responsible contributing citizenship. With respect to the individual, the outcomes to be achieved are the development of a sound moral character and appreciation of spiritual values, love of home and country, and a disciplined approach to the varied responsibilities of life. With respect to the individual and society, the outcomes to be achieved include respect for duly constituted authority, genuine concern for the rights of others regardless of race or creed, willingness to act in the interest of the general welfare, and a desire ever to improve in those competencies essential to effective social living.

Realizing fully the great responsibility of the schools of the community in the pursuit of these objectives, the Board believes they can be satisfactorily achieved only with the full co-operation and support of all agencies of community life which share responsibility for welfare and development of children and youth. Among these the responsibility of the home is primary. The development, therefore, of close relationships with these agencies, and, in particular, a home-school partnership of responsibility and effort, is a principal aim of the schools.

This general statement of the objectives of the Winnipeg schools is in full agreement with the objectives of education as these are set forth in the curricula issued by the Department of Education.

Section 2.2 - Day Schools

Regular day schools shall be designed to serve the needs of youth between the ages of five and twenty-one years from kindergarten through to grade twelve. Various special schools and classes shall be provided, as hereinafter authorized, to serve the special needs of certain groups of pupils within these age limits. In schools in which nursery classes are operated, four-year olds may be admitted insofar as accommodation is available.

It shall be the policy of the Board to organize the day schools into elementary schools extending through grade 6, junior high schools for grades 7 through 9, and senior high schools for grades 10 through 12.

Section 2.3 - Program of Instruction

The Program of instruction in the regular elementary, junior high, and senior high schools shall be based upon the program of studies as set out by the provincial Department of Education. Within the limits established by the provincial Department of Education, it shall be the policy of the Division to keep the program flexible and related to the needs of the pupils and of the community.

In the elementary schools, provision shall be made for the inculcation of ideals of group behavior, and, to this end, organized play, intramural sports and games, and other organized student activities shall be fostered.

The junior and senior high schools shall provide instruction in the practical arts. They shall also provide, where possible, opportunities in orchestras, choral groups, dramatics, and club activities related to the school program. These schools shall have organized programs of pupil activities, managed under a common pattern of student participation in school government under teacher supervision, for the purpose of developing leadership and democratic participation in group activities. They shall continue to develop the attitudes, ideals, and democratic loyalties begun in the elementary schools, and shall give careful attention to guidance and counselling. Provision shall be made for intramural and inter-school athletics.

Adequate libraries shall be provided in all schools.

1.1.3 WINNIPEG SCHOOL DIVISION NO. 1 SUPERINTENDENT'S STATEMENT

(Extracted from Principal's Evaluation Form. September 16, 1980)

PROGRAM FOR EDUCATIONAL LEADERSHIP

I Division Goals and Objectives:

The goals of The Winnipeg School Division No. 1, as interpreted by the superintendent in 1973 were as follows:

Assumptions:

1. Schools exist in order to help individuals develop intellectual, social and emotional potential.
2. Schools need to encourage individuals to grow in knowledge and skills so that they can take an active part in the life of society.
3. Schools need to help satisfy the needs of society for educated and productive citizens.
4. Schools need to provide opportunities for individual life enrichment.

The Basic Functions of the School:

1. To provide education in basic skills.
2. To provide experiences which encourage intellectual, physical and emotional growth.
3. To provide experiences which will enable individuals to adapt and adjust to a pluralistic society and changing world.
4. To provide relevant and meaningful programs.
5. To reflect the aspirations of the community.
6. To provide educational alternatives which will encourage individuals to develop their talents, skills and interests.

Goals:

If the assumptions and functions are acceptable, the goals of the Division should be:

1. To provide the resources (personnel, facilities, etc.) which will enable the school to function according to the foregoing outline.
2. To ensure that all have equal access to the opportunities provided.
3. To encourage the design of programs which will be responsive to the students and to the community.
4. To evaluate the "system" by determining objectives, encouraging new methods and new approaches, and developing alternatives when needs are identified.

EDUCATIONAL PHILOSOPHY

The central purpose of the schools of the Division shall be the preservation and extension of the democratic way of life and the development of each individual to the individual's greatest potential. To this end, the schools shall strive to develop in children the knowledge, skills, habits, understandings, attitudes, and character traits that are essential for the sound choice of, and participatin in, a vocation, and for responsible contributing citizenship. With respect to the individual, the outcomes to be achieved are the development of a sound moral character and appreciation of spiritual values, love of home and country, and a disciplined approach to the varied responsibilities of life. With respect to the individual and society, the outcomes to be achieved include respect for duly constituted authority, genuine concern for the rights of others regardless of race or creed, willingness to act in the interest of the general welfare, and a desire ever to improve in those competencies essential to effective social living.

Realizing fully the great responsibility of the schools of the community in the pursuit of these objectives, the Board believes they can be satisfactorily achieved only with the full cooperation and support of all agencies of community life which share responsibility for welfare and development of children and youth. Among these, the responsibility of the home is primary. The development, therefore, of close relationships with these agencies, and, in particular, a home-school partnership of responsibility and effort, is a principle aim of the schools.

This general statement of the objectives of the Winnipeg schools is in full agreement with the objectives of education as these are set forth in the curricula issued by the Department of Education.

GOALS

The Winnipeg School Division is committed to the following educational goals:

1. To assist pupils to develop basic skills in communication and computation.

2. To assist pupils to develop skills in analytical and critical thought.

3. To assist pupils to develop their creative powers and imaginative resources.

4. To provide a stimulating and challenging atmosphere which nurtures an attitude of enquiry and a motivation to lifelong learning.

5. To provide experiences for physical development, health and well-being in the broad sense.

6. To provide a climate in which each student may develop confidence, a concept of self-worth, and the happiness that derives from a sense of personal achievement.

7. To provide a climate for the development of high quality interpersonal and social relations.
8. To provide a climate which fosters a sense of responsibility to oneself, one's immediate community and society at large.
9. To provide a climate which fosters optimal human growth of the total individual (ie. affective, aesthetic, moral, social and physical aspects as well as the cognitive).
10. To provide a wide range of alternatives in curriculum content and concrete experiences to meet the needs and interests of students.
11. To provide opportunities for pupils to learn to relate to the immediate environment and community.
12. To provide a climate which fosters an objective and sympathetic understanding of the value systems present in one's own society, and an appreciation of the value systems found in other societies.

EDUCATIONAL NEEDS OF CHILDREN

1. Confidence, a concept of self-worth, and the happiness that derives from a sense of personal achievement.

2. A sense of responsibility to oneself, one's immediate community and society at large.

3. A high standard of interpersonal and social relations.

4. An attitude of enquiry and a motivation to lifelong learning.

5. The understanding and use of those concepts involved in scientific enquiry.

6. Physical development, health and well-being.

7. Required skills in communication, specifically in talking and listening, reading and writing.

8. The understanding and use of mathematical skills and concepts.

9. Analytical and critical thought, especially in the areas of inquiry, analysis, synthesis, and evaluation.

10. Creativity and imagination.

11. Aesthetic awareness and sensitivity.

12. An objective and sympathetic understanding of the value systems present in one's own society, and an appreciation of the value systems found in other societies.

13. The ability to relate to the immediate environment and community.

14. Skills required to make the transition from school to employment and/or post-secondary education.

INNER CITY EDUCATION

GOALS AND OBJECTIVES

The senior administration of The Winnipeg School Division No. 1 is responsible for establishing the direction for the operation of all schools within the boundaries of the Division.

This direction is provided within existing policies, procedures and administrative guidelines and through the ongoing development of new policies and procedures.

It is expected that individual schools would develop, implement and monitor specific educational programs and/or strategies to address the identified needs of the student population of the school within the parameters of the established direction provided by the senior administration.

SPECIFIC GOALS AND OBJECTIVES FOR INNER CITY EDUCATION

Within the context of the general educational goals of The Winnipeg School Division No. 1 (Appendix I), the specific goals for Inner City Education shall be:

1. To enhance the development of basic literacy and numeracy skills of inner city students;
2. To provide the opportunity for inner city students to access the full range of educational programs available in the public school system and post secondary institutions;
3. To develop and implement a short and long range strategic planning process;
4. To provide a data base which would allow for effective and efficient decision-making and utilization of resources.

In order to achieve the specific goals for Inner City Education, the following objectives shall be established:

1. To identify the specific educational needs of inner city students;
2. To provide a variety of educational programs and strategies to address the identified needs;
3. To provide curricula that are appropriate to address the needs of inner city students through the adaptation of existing curricula or the development of additional curricula in specific areas;
4. To identify the professional development needs of the instructional and support staff and to provide professional development programs to address these identified needs;

5 To increase the involvement of parents in the educational process for their children recognizing the importance of this involvement early in the school life of the child;

6. To establish a process for the ongoing review of programs and supports for inner city education in order to determine whether resources are being used appropriately and effectively;

7. To allocate human and material resources within established priorities to address identified needs;

8. To provide appropriate facilities to accommodate the educational programs that have been developed.

Dated May 1987

1.2.1 STATEMENT OF PHILOSOPHY

LIBRARY INSTRUCTION PROGRAMS: A PHILOSOPHY

As students progress through our educational systems, they develop skills and thinking abilities. These skills and abilities have potential to explore concepts, change attitudes and develop appreciation for humanity and its culture. The various processes involved in developing these skills are both sequential and cyclical. They are adapted according to the student's abilities and maturity.

Independent Learning Skills is fashioned on the premise that there are at least four identifiable categories of individual needs. Not all students have the same needs at the same time - if ever, in their life-time. However, I. L. S. are, in effect, "survival skills" for "thinking individuals". As students progress through life (school, included), they require skill in locating information, in analyzing and organizing the data, in making their decisions or changing their attitude, and in demonstrating their level of intellectual involvement - recording, creating, or changing individual perceptions.

All teachers and all librarians have unique roles in developing these skills and abilities.

These skills are taught; they don't occur by accident or osmosis. They must be taught as an integral part of the instructional program in each subject area on a continuing sequential basis. In preparing a skills program which reflects the developmental sequence required by the student, the teacher-librarian is a valuable resource working as a teaching partner with the classroom teacher and subject specialist.

The following principles have been identified by the National (U.S.) Council for the Social Studies* as essential for undergirding a developmental skills program and may be useful to consider in relation to existing programs and developments in the Winnipeg System:

1. The skill should be taught functionally, in the context of a topic of study, rather than as a separate exercise.

2. The learner must understand the meaning and purpose of the skill, and have motivation for developing it.

3. The learner needs individual help, through diagnostic measures and follow-up exercises, since not all members of any group learn at exactly the same rate or retain equal amounts of what they have learned.

4. Skill instruction should be presented at increasing levels of difficulty, moving from the simple to the more complex; the resulting growth in skills should be cumulative as the learner moves through school, with each level of instruction building on and

reinforcing what has been taught previously.

5. Students should be helped, at each stage, to generalize the skills by applying them in many and varied situations; in this way, maximum transfer of learning can be achieved.

6. The program of instruction should be sufficiently flexible to allow skills to be taught as they are needed by the learner; many skills should be developed concurrently.

To facilitate the implementation of these principles, a flexibly scheduled program evolved by classroom teachers and the teacher-librarian is fundamental. As these professionals work towards mutually established objectives for individuals, small groups and classes, the efficiency of time and energy used by both is increased. Their planning on a co-operative basis to identify the most effective instructional processes draws on the background and professional expertise of each team member. Teamwork in instruction and evaluation lead to a closer matching of resources and teaching strategies to individual needs.

Through these processes, Winnipeg School Division library personnel are attempting to prepare students who graduate at various levels with learning and thinking skills which will make them creative and productive individuals in our community and in a changing society. It is our goal to develop their skills to cope with these changes.

The other facet of library instruction is the Literary and Cultural Appreciation programme. Teacher-librarians have specialized training enabling them to play a leadership role with their staff and students.

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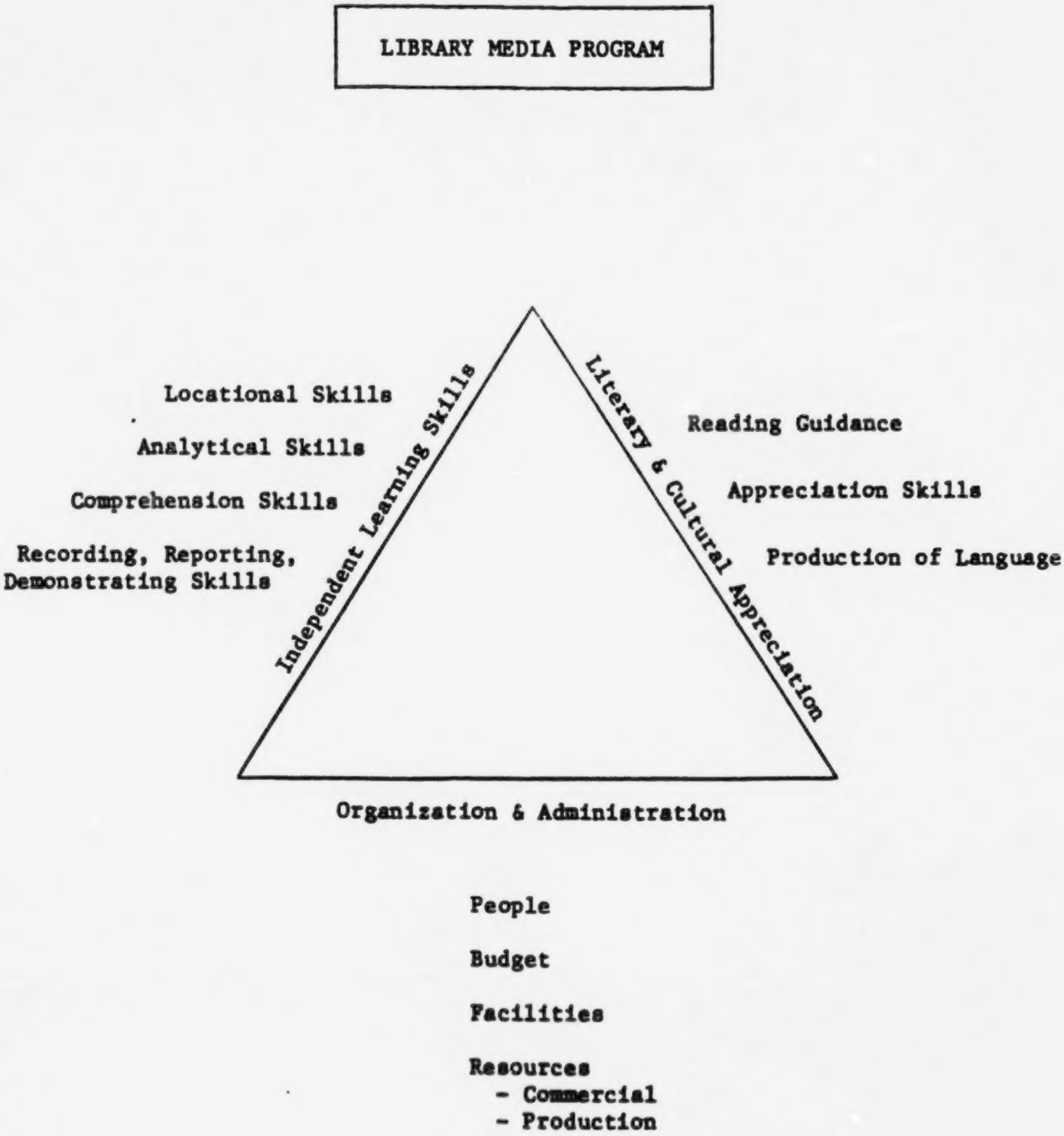
*Johns, Eunice and Dorothy McClure Fraser, Skill Development in the Social Studies, edited by Helen McCracken Carpenter, Thirty-third Yearbook, Washington, D.C., National Council for the Social Studies, 1963, pp. 310-327

14 April 1978

1.2.2 COMPONENTS OF THE LIBRARY MEDIA PROGRAM


LIBRARY MEDIA PROGRAM
Independent Learning Skills
Locational Skills
Analytical Skills
Comprehension Skills
Recording, Reporting, Demonstrating Skills
Literary & Cultural Appreciation
Reading Guidance
Appreciation Skills
Production of Language
Organization & Administration
People
Budget
Facilities
Resources
- Commercial
- Production

1.2.3 LONG-TERM GOALS

SCHOOL LIBRARY PHILOSOPHY

Winnipeg School libraries function as an integral part of the total educational program. The goal of the school library program is to facilitate the richest educational opportunity for each individual student. To reach this goal, the following objectives give purpose and direction to the library program:

1. To provide opportunity for integrated skill development appropriate with the classroom teaching and learning program.
2. To encourage growth in knowledge, that will develop literary, cultural and aesthetic appreciation of our multi-cultural community and nation.
3. To provide qualified professional personnel who can make available informed and concerned guidance in the use of library/media services and resources in the school, at the district level and beyond, which will personalize teaching and individualize learning.
4. To provide a comprehensive collection of instructional materials that will support the curriculum, taking into consideration the varied interest, abilities, socio-economic backgrounds, and maturity levels of the students served.
5. To provide facilities and organizational arrangements that are responsive to local needs and the changing demands of our constituency.

As our system is successful in moving to the fulfillment of these goals, so too will we reach the over-all purpose of education.

30 October 1978

1.2.4

[illegible]-91 LIBRARY MEDIA SERVICE GOALS

THEME: SCHOOL LIBRARY PROGRAMS: ENVIRONMENTS FOR LEARNING

S IN COOPERATIVE TEACHING AND CONSULTING

To consult with principals, librarians and teachers to assist them in blishing the school's library media services program priorities and opriate plans of action.

To work with teacher librarians in developing the skills used in the erative planning, teaching and evaluation process.

To examine the various dimensions of literacy and explore ways to use effectively in this area with all teachers.

S IN INDEPENDENT LEARNING SKILLS DEVELOPMENT

To work with teachers and librarians to integrate ILS instruction into icular units of study.

S IN LITERARY AND CULTURAL APPRECIATION

To work with librarians and teachers to integrate literary and ural appreciations and understandings into library and classroom rams.

To share, within the division and externally, examples of successful grams, including resource bibliographies.

[illegible] examine ways that whole language techniques can be used to enrich reading process.

S IN PRODUCTION SERVICES

To assist division personnel to develop their own production skills, participate in the evaluation of existing equipment.

LS IN PUBLICITY AND PUBLIC RELATIONS

To organize informal support groups of principals and librarians to cuss the direction and maturity of library media service programs.

To produce Inklings, Appraisals, the Library Media Service Personnel dbook revisions, Conference Calendar, specialized bibliographies or ts of study for distribution in the division and externally.

LS IN ORGANIZATION AND ADMINISTRATION

To investigate alternative automation systems for library inistrative functions.

To identify curriculum priorities for film collection development.

To work toward implementing the recommendations of the Administrative iew Committee.

HER GOALS

To work cooperatively with subject consultants in the effective ilization of media in their content area.

To plan and implement joint workshop and inservice programs with r[illegible]t area consultants.

26 Oct 90	Gerald W	
Date	Chief Librarian	Superintendent's Department

1.3.1 GOALS - LONG TERM AND SHORT TERM

Every school should have a written statement of school library goals, both long term and short term. This statement of goals should identify the staff's priorities for school library program development. At the same time it should show an understanding of the division's library philosophy and goals. The following areas of service need to be addressed:

(1) Instruction
(2) Consulting services
(3) Literary and cultural appreciation
(4) Publicity
(5) Reference services
(6) Production services
(7) Access to materials, equipment, space

The priorities form which follows can be used to facilitate discussion and feedback involving the administration and the total school staff. This feedback can then be taken by library staff and incorporated into a statement of goals, both long term and short term. The next stage will involve taking the document to the administrators and the teachers for revision and endorsement. While the pattern of staff involvement will vary depending upon the size and existing organizational structures of each school, it is essential that the total staff be involved in the identification of the school's library goals.

In order to reflect current priorities the goal statements should be dated and revised regularly.

1.3.2 PRIORITIES FORM

SCHOOL LIBRARY SERVICES: DETERMINING YOUR PRIORITIES

Please rate the degree of priority you would place on each of the following areas of Library Service in your school using the following scale:

5. Top priority
4. Highly important
3. Moderately important
2. Slightly important
1. Not important

Category 15.1 COOPERATIVE PLANNING AND TEACHING

5 4 3 2 1 A. Provision of consultation to individual teachers regarding teaching/learning materials and equipment.

5 4 3 2 1 B. Provision of consultation to teaching teams (grade group, department groups, etc.) on teaching/learning materials and equipment.

5 4 3 2 1 C. Participation in program and/or unit planning with individual teachers.

5 4 3 2 1 D. Participation in program and/or unit planning with teaching teams (grade groups, department groups, etc.)

5 4 3 2 1 E. Contributing to over-all curriculum planning in the school or system through participation on curriculum planning committees.

5 4 3 2 1 F. Contributing to professional development through planning and/or presentation of workshops or inservices at the school, at the Division level or external to the system.

5 4 3 2 1 G. Participation on curriculum committees of Manitoba Education or Manitoba Teachers Society. (Please list the committee names.)

Additional Comments ______________________________

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Category 15.2 INDEPENDENT LEARNING SKILLS

5 4 3 2 1 A. Provision of directional services, e.g. pamphlets, signs, maps, and handbooks describing arrangements and services of the library, etc.

5 4 3 2 1 B. Provision of incidental instruction in use of media and library for students.

5 4 3 2 1 C. Provision of classroom presentations on specific problems or topics.

5 4 3 2 1 D. Provision of specific instruction in the development of viewing and listening skills.

5 4 3 2 1 E. Provision of integrated instruction for students through class, group or individual arrangements.

Additioinal Comments ______________________________

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SCHOOL LIBRARY SERVICES: DETERMINING YOUR PRIORITIES

Please rate the degree of priority you would place on each of the following areas of Library Service in your school using the following scale:

5. Top priority
4. Highly important
3. Moderately important
2. Slightly important
1. Not important

Category 15.3 LITERARY AND CULTURAL APPRECIATION

5 4 3 2 1 A. Provision of reading guidance to groups, including book talks, story-reading, reading lists, displays, etc.

5 4 3 2 1 B. Provision of reading guidance to individuals, including individual conferences, keeping reader interest file and reading records, etc.

5 4 3 2 1 C. Participation in planning and implementation of LCA programs with individual teachers.

5 4 3 2 1 D. Participation in planning and implementation of LCA programs with teaching teamings (e.g. grade groups and department groups, etc.).

5 4 3 2 1 E. Participation in planning and implementation of visual literacy programs (e.g. picture study, film study, advertising and propaganda methods, graphics and their influence, television awareness training, student production, etc.)

5 4 3 2 1 F. Provision of opportunities for student involvement in the production of language (e.g. creative writing, bookcraft, student storytelling, puppetry, creative drama, debating, etc.).

Additional Comments ______________________________

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Category 15.4 PRODUCTION SERVICE

5 4 3 2 1 A. Provision of materials and facilities for users to produce instructional materials, including graphics, photography, dubbing, etc. in the school.

5 4 3 2 1 B. Provision of technical assistance in producing instructional materials.

5 4 3 2 1 C. Assistance to students by library staff in the planning and promotion of material.

5 4 3 2 1 D. Assistance to teachers by library staff in the planning and production of materials.

5 4 3 2 1 E. Assistance by T.L.R.C. staff in the planning and production of materials.

Additional Comments ______________________________

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Category 15.5 PUBLIC RELATIONS

5 4 3 2 1 A. Planning and implementing a publicity program, such as displays, exhibits, newspaper releases.

5 4 3 2 1 B. Providing talks to parents, student groups, clubs, etc.

5 4 3 2 1 C. Sponsoring or initiating school activities such as AV club, library club, field trips, school newspaper, yearbook, etc.

5 4 3 2 1 D. Sponsoring book sales or exchanges of materials.

5 4 3 2 1 E. Maintaining interpersonal communications with staff, students, parents and volunteers.

5 4 3 2 1 F. Submitting an article for INKLINGS or other professional journal concerning a program in your school.

Additional Comments ______________________________

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1.3.3 GUIDELINES FOR WRITTEN SCHOOL LIBRARY POLICY

Every school should have a written school library policy developed by the school staff. The policy statement should reflect the school's library goals. It should also be compatable with the division's library philosophy and goals. The statement can include:

(1) School's educational philosophy and goals

(2) School library's philosophy and goals

(3) Standards of conduct
   - atmosphere
   - appropriate discipline

(4) Teacher and librarian cooperative planning

(5) Scheduling
   - hours library open
   - type of schedule (flexible, scheduled, unscheduled)

(6) Circulation procedures
   - loan period (students, teachers)
   - quantity of materials (students, teachers)
   - special collections
     (reference, reserve - long term loan to classrooms, etc.)
   - organization of circulation desk
   - procedures for recovering overdue materials
   - lost and damaged materials
   - responsibility for supervision of circulation

(7) Selection policy and procedures

(8) Weeding policy and procedures

(9) Inventory

(10) Budgets - library materials
- audio visual supplies
- audio visual equipment and repairs
- print and non print funds
- curricular grants
- special development funds < library / French immersion
- department budgets
- "back door" cataloguing

(11) Staffing - level of staffing
- division of responsibilities
- schedules

(12) Student volunteers
- recruitment
- training
- duties
- scheduling

(13) Parent volunteers
- recruitment
- training
- duties
- scheduling

While the initial draft of the policy statement may be written by library staff, it is essential that consultation, feedback and revision involve the administration and the total school staff.

In order to be responsive to current service needs, the policy statement should be dated and revised regularly.

1.4.1 GUIDELINES FOR EVALUATION OF SCHOOL LIBRARY PROGRAM

The degree of success the school has had in achieving stated school library goals needs to be assessed annually. This will lead to a re-examination of priorities and a possible revision of the goal statements. Such an evaluation helps to foster growth and continuous development of the school's library program.

It is essential to involve administrators and staff in both the evaluation and revision of priorities. The library exists to serve the school and all staff share the responsibility for identifying strengths and weaknesses and seeking solutions to identified problems.

The evaluation form which follows uses the same headings and breakdown of program components as the priorities form. This evaluation form is also included in the school's annual library report. To facilitate staff evaluation of the degree of achievement of program priorities it might be helpful to attach the school's statement of long and short-term goals. In addition, those items in the form that were identified as a school priority could be marked with an asterisk.

The results of the evaluation can be used as the basis for establishing program priorities or short term goals for the next school year.

1.4.2 SAMPLE EVALUATION FORM - EXCERPTED FROM ANNUAL REPORT FORM

15. Program Development:

Please rate the degree of success you have achieved in each of the following areas using this scale:

6 Successful
5 Somewhat successful
4 Limited success
3 Attempted, but not successful
2 Not attempted, but desirable
n/a Not applicable

Category 1. INSTRUCTION

6 5 4 3 2 n/a A. Provision of incidental instruction in use of media and library for students.

6 5 4 3 2 n/a B. Provision of integrated instruction for students through class, group or individual arrangements.

6 5 4 3 2 n/a C. Provision of formal inservice or workshop(s) for teachers and staff in the use of library resources and the library facilities.

6 5 4 3 2 n/a D. Directional services - Provision of pamphlets, signs, maps, and handbooks describing arrangement and services of the library, etc.

6 5 4 3 2 n/a E. Provision of classroom presentations on specific problems or topics.

6 5 4 3 2 n/a F. Provision of specific instruction in the development of viewing and listening skills.

Additional Comments ______________________________

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Category 2. CONSULTING SERVICES

6 5 4 3 2 n/a A. Provision of consultation to individual teachers regarding teaching/learning materials and equipment.

6 5 4 3 2 n/a B. Provision of consultation to teaching teams (grade group, department groups, etc.) on teaching/learning materials and equipment.

6 5 4 3 2 n/a C. Participation in program and/or unit planning with individual teachers.

6 5 4 3 2 n/a D. Participation in program and/or unit planning with teaching teams (grade groups, department groups, etc.).

6 5 4 3 2 n/a E. Contributing to over-all curriculum planning in the school or system through participation on curriculum planning committees.

6 5 4 3 2 n/a F. Participation on curriculum committees of Department of Education or M.T.S.

Additional Comments ______________________________

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Scale: 6 Successful
5 Somewhat successful
4 Limited success
3 Attempted, but not successful
2 Not attempted, but desirable
n/a Not applicable

School Library Services: Evaluation - Continued:

Category 3. PUBLIC RELATIONS including:

6 5 4 3 2 n/a A. Publicity (displays, exhibits, newspaper releases)

6 5 4 3 2 n/a B. Group talks (to parents, student groups and clubs)

6 5 4 3 2 n/a C. Sponsoring or initiating school activities (AV club, library club, field trips, school newspaper, yearbook, etc.).

6 5 4 3 2 n/a D. Interpersonal communications with staff, students, parents and volunteers.

6 5 4 3 2 n/a E. Submission of an article for INKLINGS or other professional journal concerning a program in your school.

Additional Comments ____

____

Category 4. LITERARY AND CULTURAL APPRECIATION

6 5 4 3 2 n/a A. Provision of reading guidance to groups, including book talks, story-reading, reading lists, displays, etc.

6 5 4 3 2 n/a B. Provision of reading guidance to individuals, including individual conferences, keeping reader interest file and reading records, etc.

6 5 4 3 2 n/a C. Participation in planning and implementation of L & CA programs with individual teachers.

6 5 4 3 2 n/a D. Participation in planning and implementation of L & CA programs with teaching teamings (e.g. grade groups and department groups, etc.).

5 4 3 2 n/a E. Participation in planning and implementation of visual literacy programs (e.g. picture study, film study, advertising and propaganda methods, graphics and their influence, television awareness training, student production, etc.)

6 5 4 3 2 n/a F. Provision of opportunities for student involvement in the production of language (e.g. creative writing, bookcraft, student storytelling, puppetry, creative drama, debating, etc.).

Additional Comments ____

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Category 5. PRODUCTION SERVICE

6 5 4 3 2 n/a A. Provision of materials and facilities for users to produce instructional materials, including graphics, photography, dubbing, etc., in the school.

6 5 4 3 2 n/a B. Provision of technical assistance in production of instructional materials.

1. In the school
2. From outside sources.

6 5 4 3 2 n/a C. Production of materials by teaching staff.

6 5 4 3 2 n/a D. Production of materials by students.

6 5 4 3 2 n/a E. Production of materials by the library staff.

6 5 4 3 2 n/a F. Production of materials by T.L.R.C. staff.

Additional Comments ____

____

Scale:
6 Successful
5 Somewhat successful
4 Limited success
3 Attempted, but not successful
2 Not attempted, but desirable
n/a Not applicable

School Library Services: Evaluation - Continued

Category 6. PROVISION OF REFERENCE SERVICES

6 5 4 3 2 n/a A. Basic Collections of specialized/reference tools for self help, e.g. atlas, gazetteers, dictionaries, almanacs, etc.

6 5 4 3 2 n/a B. Assistance to identify and locate materials in central library

6 5 4 3 2 n/a C. Assistance to identify and locate materials outside the central library (e.g. information about other collections and referral source)

D. Alerting the User and Current Awareness

6 5 4 3 2 n/a 1. Notifying the users of new materials, equipment and services on a regular basis

6 5 4 3 2 n/a 2. Systematically gathering information about user interests and needs, and routing relevant information and materials regarding those interests and needs for teachers and for students

E. Assistance in Compiling Bibliographies

5 4 3 2 n/a 1. Assistance in preparing lists of references on a given subject

6 5 4 3 2 n/a 2. Provision of lists of references on a given subject for users on request

6 5 4 3 2 n/a 3. Provision of lists of references in anticipation of user needs or on subjects of continuing interest

F. Answer Services

6 5 4 3 2 n/a 1. Provision of answers to simple questions for users on request

6 5 4 3 2 n/a 2. Provision of answers to complex questions on request, including the involvement of content subject teachers when necessary

6 5 4 3 2 n/a G. Provision of information (e.g. file) on potentially useful community resources (e.g. individuals in the community who can be called upon to provide special information or assistance).

Additional Comments ______________________________

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Scale: 6 Successful
5 Somewhat successful
4 Limited success
3 Attempted, but not successful
2 Not attempted, but desirable
n/a Not applicable

Category 7. ACCESS TO MATERIALS, EQUIPMENT, SPACE

6 5 4 3 2 n/a A. Provision of Materials

1. Print materials (books, periodicals, newspapers, pamphlets)
2. Sound media (recordings, tapes)
3. Visual media (films, film strips, slides, maps, art, etc.)
4. Others (kits, games, models, puzzles, globes)

6 5 4 3 2 n/a B. Provision of AV Equipment

1. Equipment for sound media (video recording cassette, tape recorders and players, radios)
2. Equipment for visual media (projectors, viewers, screens, readers)
3. Television (receivers, monitors, cameras, etc.)

6 5 4 3 2 n/a C. Provision of Space in Library

1. Space to work (individually and in groups)
2. Space to use AV materials (individually and in groups)
3. Space for special collections (reserve or class projects)

D. Use of Materials, Equipment, Space

6 5 4 3 2 n/a 1. Use of Central library in school:
   a) Available for use during school hours for individuals and groups
   b) Available for use evenings, weekends, vacations and summer
   c) Available to parents and non-school persons

6 5 4 3 2 n/a 2. Circulation of Materials and Equipment
   a) Provision for use of materials in and out of school
   b) Provision for use of equipment in library and classrooms
   c) Provision for use of equipment outside the school
   d) Provision of additional circulation services such as borrowing limitations, renewals, recall and reservation

6 5 4 3 2 n/a E. Provision of Materials NOT in the central collection

1. Provision of materials from other sources outside the school (e.g. inter-library loans)
2. Purchasing materials for the library requested by users for specialized needs..
3. Sale of materials, e.g. pocketbooks, texts, AV supplies

6 5 4 3 2 n/a F. Special Collections

1. Provision of materials on special subject on request
2. Provision of professional library for teachers

6 5 4 3 2 n/a G. Copying - Provision of copying services for users.

Additional Comments ____

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1.2

PHILOSOPHY AND GOALS OF THE DIVISION'S LIBRARY PROGRAM

✓ 1.2.1 STATEMENT OF PHILOSOPHY
✓ 1.2.2 COMPONENTS OF THE LIBRARY MEDIA PROGRAM
✓ 1.2.3 LONG-TERM GOALS
✓ 1.2.4 SHORT-TERM GOALS

1.3

PHILOSOPHY AND GOALS OF THE SCHOOL'S LIBRARY PROGRAM

✓ 1.3.1 GOALS - LONG-TERM AND SHORT-TERM
✓ 1.3.2 PRIORITIES FORM
✓ 1.3.3 GUIDELINES FOR WRITTEN SCHOOL LIBRARY POLICY

1.4

EVALUATION
OF SCHOOL LIBRARY
MEDIA SERVICES

✓ 1.4.1 GUIDELINES FOR EVALUATION OF SCHOOL LIBRARY PROGRAM

✓ 1.4.2 EVALUATION FORM

1.5

SCHOOL RECORDS AND REPORTS

✓ 1.5.1 DAY BOOK
  ✓ 1.5.1.1)
  ✓ 1.5.1.2) SAMPLE DAY BOOK PAGES
  ✓ 1.5.1.3)
✓ 1.5.2 PROGRESS REPORTS TO PRINCIPAL
✓ 1.5.3 REPORTS TO STAFF
✓ 1.5.4 REPORTS TO COMMUNITY
✓ 1.5.5 ANNUAL REPORT FORM - PROCEDURE
  ✓ 1.5.5.1 ANNUAL REPORT FORM

1.5.1 DAY BOOK

Every school library should maintain a Day Book in sufficient detail to give a comprehensive picture of the year's library program. Such a Day Book could have three main sections.

(1) General information
(2) Daily plans
(3) Unit plans or research assignments

The section with general information could include:

- School floor plan
- Map of parking lot with librarian(s) parking stall indicated
- Staff list with room/grade/subject indicated
- Floor plan of library
- School library policy statement
- Library schedule or timetable, if applicable
- Booking calendar, if applicable
- Library staff schedules
- Student volunteer schedule
- Parent volunteer schedule

The daily planning sheets should be dated three to four weeks in advance to facilitate pre-planning and booking of open periods. Sufficient space should be allowed to note objectives, teaching procedures, follow-up and comments for each class or group booked. A practical way to do this is to use the left hand side of the Day Book as a booking page while the parallel column on the right hand side is used for lesson planning.

The third section of the Day Book can include copies of unit plans and research assignments, as well as a record of stories presented to each grade/class.

A detailed Day Book, such as this, facilitates efficient and effective planning of the daily program. It encourages cooperative teacher and librarian planning. It also provides essential background information for library substitutes. In addition, it aids accurate reporting to administrators, staff and parents.

See attached samples (1.5.1.1 - 1.5.1.3)

Date Sept. 11 Day 1 1.5.1.1

1.	9:15-9:45 Subject	Primary II - 6 students - Room 6 - 14 students - Room 5 Story Time: Jumper Goes to School Discussion Topic: Caring for Books Circulation Room 18 - Encyclopedia Research - "John Newbery" - 2 students
2.	9:45-10:15 Subject	Developmental Education - Room 26 - Senior Class 12 students Book Talks. Chopper Cycle + A Pony for Linda. Review circulation procedures Circulation
3.	10:15-10:45 Subject	Developmental Education - Room 21 - Junior Class 10 students Story: Jumper Goes to School Circulation assisted by Rm. 18 Helpers. Room 17 - 4 students - Dictionary assignment - independent
4.	11:00-11:30 Subject	Room 15 - Primary III - 5 students Vocabulary and listening activities Room 24 - 6 students - independent research - "bird beaks"
5.	11:30-12:00 Subject	Planning Period. Meet with primary II teachers to discuss activities for next cycle.
6.	1:00-2:00 Subject	Recreational Reading - Room 17 - Grade 6
7.	2:00-2:30 Subject	6 boys - Room 16 - supervised by the Arts + Crafts teacher - selection of books on tools.
8	2:30-3:30	Room 17 - Circulation Period - Whole class

Comments Student Helpers for Today - Maria + Adelia Rm 18 (Recess)
- Marilyn + Eva - 8:45 + 12:45

A-V Helpers. Antonio + Mark - Move overhead projector + filmstrip projector to upstairs storage area.

Sept 12 — Day 2 1.5.1.2

1.	9.15-9.45 Subject	Primary II - 5 students - Rm. 6 - 7 students - Rm. 5 Story Time: Jumper Goes to School Discussion Topic: Caring for Books. Circulation
2.	9.45-10.15 Subject	Planning Period. Meet with Grade 6 teacher Room 17 during French time to assist in preliminary planning of a unit in Social Studies on Native groups of Canada.
3.	10.15-10.45 Subject	Primary III - 6 students - Room 20 - searching period for poems about Autumn to correlate with a science unit. (preliminary work on using index)
4.	11.00 11.30 Subject	Room 24 - 12 students - view and discuss the section on beaks in the filmstrip "The Structure of Birds". Locate more information in books through the use of the index
5.	11.30-12.00 Subject	Basic English Room 12 - 15 students taken in two 15 min groups - Library orientation tour *2 student interpreters from Rm. 18 to assist
6.	1.00 2.30 Subject	Room 17 - 6 students to search for library materials for the unit discussed in Period 2 above. (Bibliography Preparation)
7.	2.50 - 3.30 Subject	Story Time - Intermediate - selection of students from the grade 4 to 6 classes Read two stories from the newest addition to the Umbrella series. Told Under the City Umbrella.

Comments Student Helpers: Zelda + Anna - Room 24 (recess)
(shelf read easy section)
Marilyn + Eva - 8.45 + 12.45. tidy magazine section - re card and re-shelve books.

Phone William Ave. Public Library for assistance in providing more material on motorcycles for Room 2

*Locate material on making and using simple puppets for

Sept. 13 Day 3

1.	9 15-9 45 Subject	Primary II - 9 students Room 6 - 7 students - Room 5 Story Time: Jumper Goes to School Discussion Topic: Caring for Books Circulation
2.	9 45 - 10:15 Subject	Room 17 6 students - continue locating materials for Social Studies unit (See Day 2 Periods 2+6 Teach proper form of compiling a bibliography.
3.	10 15 - 10:45 Subject	Primary III - same students as period 3 on Day 2. Discuss images, sounds, smells etc associated with fall (Background for poetry writing activities on Day 6.) Read the story - Autumn Harvest.
4.	11 00 11 30 Subject	Primary III - 8 students Room 15 Read the story - Veronica by Roger Duvoisin in preparation for creative writing work on Day Room 17 - 6 students Write up bibliographies
5.	11:30 12:00 Subject	Basic English Room 13 - 12 students - taken in two 15 min. groups - Library orientation tour * 2 student Interpreters from Room 18 to assist.
6.	1:00 2:00 Subject	Circulation - Room 16 : Grade 4 Whole class
7.	2:00 - 2:30 Subject	Circulation - Room 24 - Grade 4 + 5 Whole class
8	2.50 - 3 30	Circulation - Room 15 Grade 3 - Whole Class

Comments Mrs Neal Library Clerk from L.S.C - A.M + P.M.
- Process new magazines
- Complete routines associated with new book shipment (9 cartons). Type list of new materials for the staff.
- (P.M.) work with parent volunteer preparing new material for the picture file.

Student Helpers - Marilyn + Eva - Paste pockets on new magazines
- Arrange circulation cards in alphabetical order by author. (Rooms 17, 16 + 24)

1.5.2 PROGRESS REPORTS TO PRINCIPAL

If the school librarian expects the school administrator's understanding and support of the library program, responsibility must be accepted for keeping the principal informed about the development of the program. A written report should be prepared and discussed at regular intervals throughout the year. A monthly or bi-monthly report is usually advisable.

As a report of a general nature is of little value, specific activities and programs should be identified and described. The emphasis should be on cooperative teacher and librarian planning and teaching. Indicators of progress toward goals should be identified. It is important that the report be positive in tone. If needs are identified, probable causes should be analyzed and possible solutions proposed for use in future discussions.

A copy of all reports to the principal should be kept in a library file. However, reports for the current year might be kept in a section in the Day Book for ready reference and filed at the end of the year. Maintaining such a file will provide an invaluable record of the growth and development of the library program in the school.

1.5.3 REPORTS TO STAFF

Regular reporting to school staff can help to promote library services at both the school building and divisional level. Ideally, a library "column" will be included as part of the staff bulletin issued by the school administration. If this is not possible, a separate library bulletin can be issued at regular intervals.

If weekly, these bulletins can be short one-concept or one-project reports. If monthly, program highlights can be identified. Selection of topics or programs can be based on the following criteria:

(1) Describing current projects that are most likely to encourage others to use the library resources and staff more effectively
(2) Giving recognition to as many teachers as possible during the school year

In addition, some bulletins may be planned to:

(1) Promote services offered at the Divisional level
(2) Recognize contributions of student and/or adult volunteers

The teacher involved in a project should always be consulted before the program is described in a report to the staff. He/she may wish to participate in writing the item and should certainly have the opportunity to proof and revise the first draft.

Reports to the staff should be positive in tone. Problems should be minimized in a written report. They need to be dealt with in a forum such as a staff meeting, department meeting, grade - group meetings, etc., which allows for interaction and the opportunity for group participation in the selection of possible solutions.

1.5.4 REPORTS TO COMMUNITY

An involved and informed community is more likely to be a supportive community. As with reports to the staff, the ideal route would be the inclusion of a library section in the regular school bulletin to the community. An alternative would be to issue a separate "Library Letter" at regular intervals. However, any written communication to the community should be endorsed by the principal before distribution.

The same criteria and guidelines apply to reports to the community as those described in the section "Reports to the Staff". For efficiency, the same report could be used for both the staff and the community, if appropriate. In many instances a slight change in wording or perspective may be all the adaptation that is needed.

1.5.5 ANNUAL REPORT FORM - PROCEDURE

The annual report form, which follows, is to be completed for every school library during the month of June. It should be prepared in duplicate with one copy being sent to the Teachers Library and Resource Centre. The remaining copy is retained in the school library files. The report must be discussed with the principal and every copy signed by both the principal and the librarian. It is essential that this report be received by the T.L.R.C. by 20 June to facilitate the collation of divisional data.

A library program evaluation form is included as part of the annual report. For elaboration on how this form can be utilized to best advantage, see the sections:

1.3.1 Goals

1.4.1 Guidelines for evaluation of school library program.

The "Recommendations" section of the annual report should include both an analysis of success in meeting last year's goals and an indication of the school's library goals for the next school year.

The Winnipeg School Division No. 1
Teachers Library & Resource Centre
1180 Notre Dame Avenue
Winnipeg Manitoba R3E OP2
Telephone
772 - 2474

SCHOOL LIBRARY SERVICES: 1989-90
ANNUAL REPORT

for ______________________ School

Copy to:
_____ T.L.R.C.
_____ School file

1. Enrolment
   - 1.1 Student Enrolment (as of September 30) __________
   - 1.2 No. of classrooms .... __________
   - 1.3 No. of teachers (Full time equivalent) __________
   - 1.4 Indicate the number of classes per grade __________

N	K	1	2	3	4	5	6	7	8	9	10	11	12	Spec. Ed.

2. Librarian(s) Names: 2.1 ______________________

2.2 ______________________

Librarian Schedule 2.3
(for other than full time)

1am	2am	3am	4am	5am	6am
1pm	2pm	3pm	4pm	5pm	6pm

3. Extended hours of service:

	Circulation	Reference	Reading	Planning
8:30 - 9:00				
12:00 - 12:30				
12:30 - 1:00				
1:00 - 1:30				
3:00 - 3:30				
3:30 - 4:00				
4:00 - 4:30				

4. What percentage of the library timetable is open for flexible scheduling? ___%

5. What percentage of the library timetable is formally scheduled? (on a term, semester or yearly basis) .... ___%
   - 5.1 Scheduled through negotiation among teachers and librarians ..... ___%
   - 5.2 Scheduled by the teachers .... ___%
   - 5.3 Scheduled by the librarian .... ___%
   - 5.4 Scheduled by administration .... ___%

6. Support Staff

6.1 Library Technical Assistant

Name ______________________________

Days of Service am 1 2 3 4 5 6 — or full time
pm 1 2 3 4 5 6

Approximate percentage (%) of LTA time devoted to specific duties as outlined in the job description

1. Use of resources .... ________
2. Preparation of materials .... ________
3. Budget .... ________
4. Supervision .... ________
5. Training & general information services .... ________
6. Acquisitions .... ________
7. Other (e.g.) .... ________

____

6.2 Clerical Staff

Name ______________________________

Days of Service am 1 2 3 4 5 6 — or full time
pm 1 2 3 4 5 6

Approximate percentage (%) of clerk's time devoted to specific duties as outlined in the job description

1. Supervision of materials circulation and control .. ________
2. Bibliographic work, including ILL .... ________
3. Typing and secretarial work .... ________
4. Assists in supervision of student assistants and volunteers .... ________
5. Provides general information to teachers & students ________
6. Acquisition and processing of materials .... ________
7. Audio, visual or graphic production .... ________
8. Handles audio visual equipment .... ________
9. Other (e.g.) .... ________

7. Number of student assistants ________

7.1 Method of choice ______________________________

____

7.2 What jobs do they perform regularly: ______________________________

____

____

7.3 Names which might be recommended for leaders for next year:

1. ________ 3. ________

2. ________ 4. ________

8. Volunteers or other Assistants

8.1 Number of regular members ____________________

8.2 Group leader's name .... ____________________

8.3 Day(s) when these people work in the school

1. When the librarian is present ____________________
2. When librarian is not present ____________________

8.4 Do volunteers work in library? ________ or in adjoining room? ________

8.5 Types of tasks accomplished by volunteers:

	Frequent	Regular	Occasional	Seldom
1. Picture file preparation				
2. Pamphlet file collections				
3. Public catalogue filing				
4. Circulation routine:				
a) carding returned books				
b) shelving materials				
c) shelf reading systematically				
d) checking of filmstrips				
e) minor mending and repairs				
5. Pulling specific materials				
6. Reading to children				
7. Listening to children's work				
8. Art work related to bulletin boards, etc.				
9. Typing				
10. Assisting students with the microcomputer				
11. Others:				

8.6 Training of Volunteers:

In which of the above task areas have volunteers received

8.6.1 Orientation 1 2 3 4 5 6 7 8 9 10

8.6.2 Follow-Up Training 1 2 3 4 5 6 7 8 9 10

Comments: ____________________

COLLECTION OF MATERIALS:

9.1 No. of book titles by category (including paper backs).

	English	French		English	French		English	French
Fiction			Story Collection			Easy		
000			400			700		
100			500			800		
200			600			900		
300						Prof. Coll'n.		
						Reference		

Languages other than English or French ______

9.2 No. of periodical titles received .... English ______ French ______

9.3 No. of volumes of bound periodicals .... ______

9.4 No. of items in each of the following audio visual categories, either purchased or locally produced, which circulate to teachers and students.

Filmstrips .... ______

Film slide sets .... ______

Microscope slides .... ______

8mm films .... ______

8mm filmloops .... ______

16mm films .... ______

Videotapes (reel) .... ______

Videocassettes .... ______

Transparency sets .... ______

Phonorecords .... ______

Audio tapes (reels) .... ______

Audio tapes (cassettes) .... ______

Study prints .... ______

Large charts (24" x 24" or larger) .... ______

Models .... ______

Stuffed specimens .... ______

Kits and Labs .... ______

Games .... ______

Microcomputer Software Programs .... ______

Others: ______

10. Verticalfile collections in the library:

10.1 Is there a separate picture file collection? .... Yes ____ No ____
10.2 Is there a separate pamphlet file collection? .... Yes ____ No ____
10.3 Does the vertical file also include folded maps? ..... Yes ____ No ____

11. Large Map Collections:

11.1 Is the collection recorded in the library .... Yes ____ No ____
11.2 Is there an organized collection elsewhere in the school? .... Yes ____ No ____
11.3 Does each teacher maintain his/her own? .... Yes ____ No ____
11.4 Is centralized organization or recording desirable? Yes ____ No ____

Comment ____

____

12. Records:

12.1 Is there a materials on order file to indicate what materials have been ordered and when? .... Yes ____ No ____
12.2 Is there a consideration file? .... Yes ____ No ____
12.3 Is the shelf list complete? .... Yes ____ No ____
12.4 Is the public catalogue complete? .... Yes ____ No ____
12.5 What major revision or addition is required?
12.5.1 Subject headings ____ 12.5.2 Cross References ____
12.6 Is the microsoftware stored in the library? .... Yes ____ No ____
12.7 Are the MRDF catalog cards filed in a separate catalogue? ____________
in the regular catalogue? ____________
in another room? .... ____________

13. Weeding and Rebinding:

13.1 Were books weeded from the collection this year? Yes ____ No ____
13.2 No. of volumes weeded .... ____________
13.3 No. of volumes sent for rebinding .... ____________

14. Inventory:

For which sections of the collection was an inventory completed?
(Circle as appropriate)

14.1 English

FIC	E	SC	PROF	REF	PR	Tr
100	200	300	400	500	600	700
800	900	FS/FLS	KITS	TR	VTR	MRDF

Others ______________________________________

14.2 French

FIC	E	SC	PROF	REF	PR	Tr
100	200	300	400	500	600	700
800	900	FS/FLS	KITS	TR	VTR	MRDF

Others ______________________________________

14.3 Was an inventory completed for books in languages other than English or French? .... Yes ____ No ____

15. Program Development:

Who has been involved in the process of rating the degree of success in program development? Check as many as applicable.

______ Librarian(s) alone
______ Principal(s) alone
______ Librarian(s) in discussion with principal
______ Librarian(s) in discussion with or survey of staff

Please rate the degree of success you have achieved in each of the following areas using this scale:

5 Successful beyond expectations
3 Somewhat successful
1 Not attempted
4 Successful
2 Attempted but not successful

Category 15.1 COOPERATIVE PLANNING AND TEACHING

5 4 3 2 1 A. Provision of consultation to individual teachers regarding teaching/learning materials and equipment.

5 4 3 2 1 B. Provision of consultation to teaching teams (grade group, department groups, etc.) on teaching/learning materials and equipment.

5 4 3 2 1 C. Participation in program and/or unit planning with individual teachers.

5 4 3 2 1 D. Participation in program and/or unit planning with teaching teams (grade groups, department groups, etc.).

5 4 3 2 1 E. Contributing to professional development through planning and/or presentation of workshops or inservices at the school, at the Division level or external to the system.

5 4 3 2 1 F. Contributing to professional development through planning and/or presentation of workshops or inservices at the school, at the Division level or external to the system.

5 4 3 2 1 G. Participation on curriculum committees of Manitoba Education or Manitoba Teachers Society. (Please list the committee names.)

dditional Comments ____

Category 15.2 INDEPENDENT LEARNING SKILLS

4 3 2 1 A. Provision of directional services, e.g. pamphlets, signs, maps, and handbooks describing arrangement and services of the library, etc.

4 3 2 1 B. Provision of incidental instruction in use of media and library for students.

4 3 2 1 C. Provision of classroom presentations on specific problems or topics.

4 3 2 1 D. Provision of specific instruction in the development of viewing and listening skills.

3 2 1 E. Provision of integrated instruction for students through class, group or individual arrangements.

tional Comments ____

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Scale:
5 Successful beyond expectation
4 Successful
3 Somewhat successful
2 Attempted but not successful
1 Not attempted

School Library Services: Evaluation - Continued ...

Category 15.3 LITERARY AND CULTURAL APPRECIATION

5 4 3 2 1 A. Provision of reading guidance to groups, including book talks, story-reading, reading lists, displays, etc.

5 4 3 2 1 B. Provision of reading guidance to individuals, including individual conferences, keeping reader interest file and reading records, etc.

5 4 3 2 1 C. Participation in planning and implementation of LCA programs with individual teachers.

5 4 3 2 1 D. Participation in planning and implementation of LCA programs with teaching teamings (e.g. grade groups and department groups, etc.).

5 4 3 2 1 E. Participation in planning and implementation of visual literacy programs (e.g. picture study, film study, advertising and propaganda methods, graphics and their influence, television awareness training, student production, etc.)

5 4 3 2 1 F. Provision of opportunities for student involvement in the production of language (e.g. creative writing, bookcraft, student storytelling, puppetry, creative drama, debating, etc.).

Additional Comments: ______________________________

____

Category 15.4 PRODUCTION SERVICE

5 4 3 2 1 A. Provision of materials and facilities for users to produce instructional materials, including graphics, photographs, dubbing, etc. in the school.

5 4 3 2 1 B. Provision of technical assistance in producing instructional materials.

5 4 3 2 1 C. Assistance to students by library staff in the planning and promotion of material.

5 4 3 2 1 D. Assistance to teachers by library staff in the planning and production of materials.

5 4 3 2 1 E. Assistance by T.L.R.C. staff in the planning and production of materials.

Additional Comments: ______________________________

____

Category 15.5 PUBLIC RELATIONS

5 4 3 2 1 A. Planning and implemeting a publicity program, such as displays, exhibits newspaper releases.

5 4 3 2 1 B. Providing talks to parents, student groups, clubs, etc.

5 4 3 2 1 C. Sponsoring or initiating school activities such as AV club, library club, field trips, school newspaper, yearbook, etc.

5 4 3 2 1 D. Sponsoring book sales or exchanges of material.

5 4 3 2 1 E. Maintaining interpersonal communications with staff, students, parents and volunteers.

5 4 3 2 1 F. Submitting an article for INKLINGS or other professional journal concerning a program in your school.

Additional Comments: ______________________________

____

Scale: 5 Successful beyond expectations
4 Successful
3 Somewhat successful
2 Attempted but not successful
1 Not attempted

School Library Services: Evaluation - Continued ...

Category 15.6 REFERENCE AND INFORMATION SERVICES

5 4 3 2 1 A. Providing basic collections of specialized/reference tools for self help, e.g. atlas, gazetteers, dictionaries, almanacs, etc.

5 4 3 2 1 B. Providing assistance in identifying and locating materials in the school library.

5 4 3 2 1 C. Providing assistance in identifying and locating materials outside the school library (e.g. information about other collections and referral sources)

D. Alerting the User

5 4 3 2 1 1. Notifying the users of new materials, equipment and services on a regular basis.

5 4 3 2 1 2. Systematically gathering information about user interests and needs, and routing relevant information and materials regarding those interests and needs for teachers and for students.

5 4 3 2 1 E. Compiling Bibliographies in response to user needs or on subjects of continuing interest.

F. Providing Information Services

5 4 3 2 1 1. Answering reference questions for users.

5 4 3 2 1 G. Providing information on potentially useful community resources (e.g. individuals in the community who can be called upon to provide special information or assistance).

Additional Comments ____

____

____

5 Successful beyond expectations
4 Successful
3 Somewhat successful
2 Attempted but not successful
1 Not attempted

School Library Services: Evaluation - Continued ...

Category 15.7 ACCESS TO MATERIALS, EQUIPMENT, SPACE

5 4 3 2 1 A. Provision of Circulation System for Materials in All Formats.

B. Provision of Circulation System for AV Equipment

5 4 3 2 1 1. Equipment for sound media (video recording cassette, tape recorders and players, radios)

5 4 3 2 1 2. Equipment for visual media (projectors, viewers, screens, readers)

5 4 3 2 1 3. Television (receivers, monitors, cameras, etc.)

5 4 3 2 1 C. Provision of Circulation System for Computer Hardware

D. Provision of Space in Library

5 4 3 2 1 1. Space to work individually and in small groups

5 4 3 2 1 2. Space to use AV materials individually and in groups

5 4 3 2 1 3. Space for special collections, reserves or class projects

5 4 3 2 1 E. Provision of materials from other sources outside the school (e.g. inter-library loans)

5 4 3 2 1 F. Assistance in purchasing materials from accounts other than library accounts.

5 4 3 2 1 G. Provision of copy and/or dubbing services for users.

Additional Comments

16. Describe briefly activities that have been undertaken during the past year to achieve each of the objectives identified in the goal statement submitted in September 1987.

This report (has/has not) been discussed with the Principal.

Principal

Librarian

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PART 2

PERSONNEL

2.1 STAFFING PATTERNS

2.2 JOB DESCRIPTIONS

2.3 QUALIFICATIONS DRAFTS

2.4 EVALUATION

2.5 CONTINUING EDUCATION

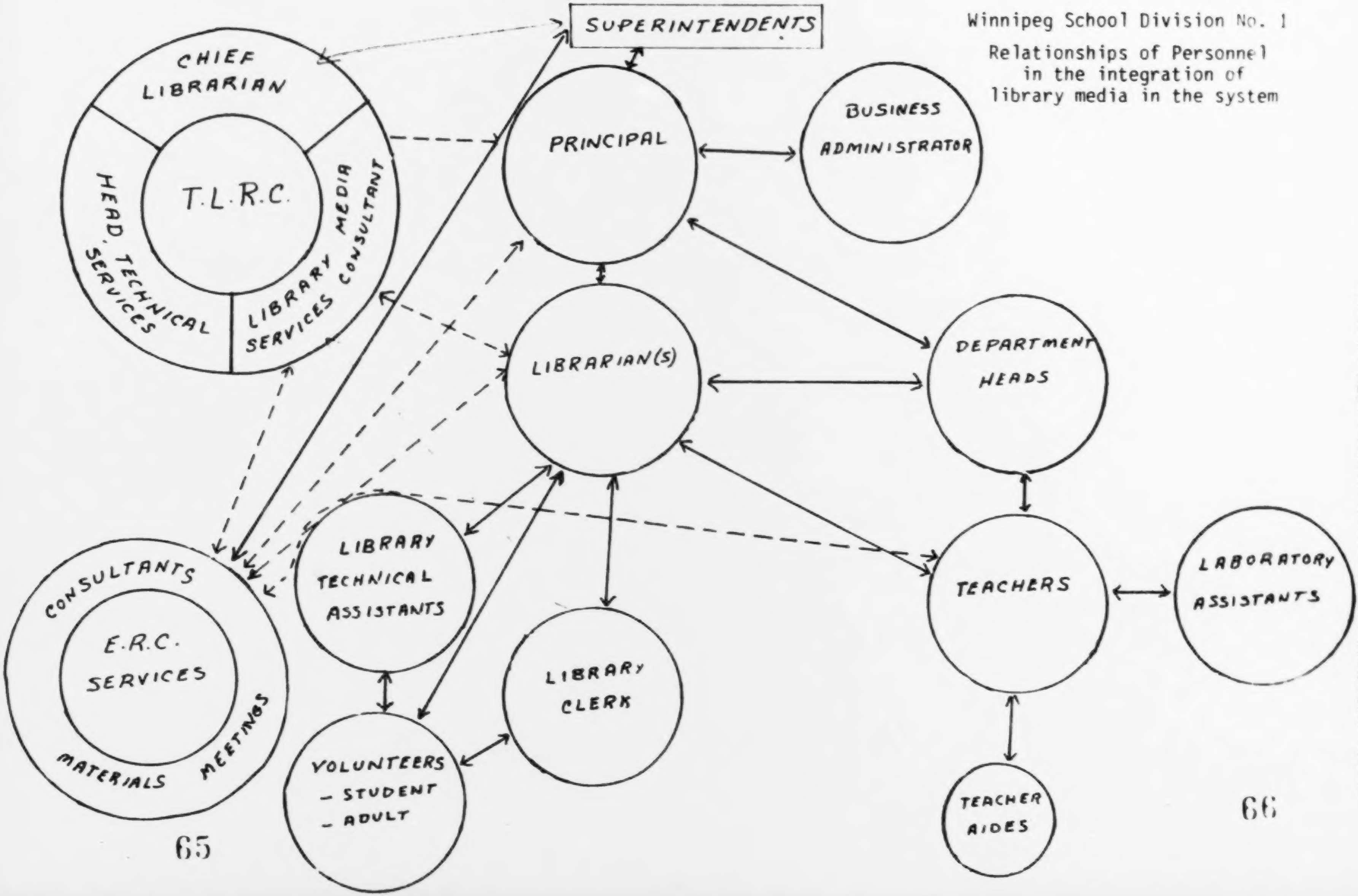
STAFFING PATTERNS

✓ 2.1.1 ADMINISTRATIVE STRUCTURE
✓ 2.1.2 LIBRARY STAFFING PATTERN

ADMINISTRATIVE STRUCTURE

Winnipeg School Division No. 1

Relationships of Personnel
in the integration of
library media in the system


SUPERINTENDENTS
CHIEF LIBRARIAN
T.L.R.C.
HEAD, TECHNICAL SERVICES
LIBRARY MEDIA SERVICES CONSULTANT
PRINCIPAL
BUSINESS ADMINISTRATOR
LIBRARIAN(S)
DEPARTMENT HEADS
TEACHERS
LABORATORY ASSISTANTS
TEACHER AIDES
LIBRARY TECHNICAL ASSISTANTS
LIBRARY CLERK
VOLUNTEERS
- STUDENT
- ADULT
CONSULTANTS
E.R.C. SERVICES
MATERIALS
MEETINGS

2.1.2 LIBRARY STAFFING PATTERN

A differentiated staffing pattern has been adopted by the division to enable the teacher-librarian to concentrate his/her time and energy on the teaching role.

Clerical support staff, full-time or part-time, are provided for every school library in the system. At the high school level, library technical assistants are equal members of the library team. If the enrollment warrants it, the high school professional library staff may also include an assistant librarian, either part-time or full-time. In addition, the use of student assistants and adult volunteers is encouraged.

In order to ensure unity the library staff should plan and work together as a team. Both the head librarian and the assistant librarian share equally the responsiblity for planning and implementing the educational program in cooperation with the classroom/subject teachers. However the head librarian must accept final responsibility for the coordination of the library staff and the library program.

JOB DESCRIPTION

May 1978

Descriptive Title: Teacher-Librarian
Period of Employment: Teacher contract

Qualifications:

Requirements include a teacher certification recognized by the Manitoba Department of Education, successful teaching experience, and qualifications in library science, from either an accredited library school or a teacher training institute.

Summary:

Under the direct supervision of the school principal, and in consultation with the Chief Librarian, the teacher-librarian assists the teaching faculty in the development of effective techniques for integrating and using resources in the regular instructional program; systematically builds the school collection in co-operation with the teaching staff; budgets annual allocations; supervises support personnel; and participates in the system-wide development and improvement of library services at all levels.

Specific Duties:

1. Assist teachers, dept. heads and students in the use and integration of print and non-print materials
   - (a) Participates in planning of work study units.
   - (b) Keeps teachers informed of pertinent and new materials.
   - (c) Assists students in preparation of bibliographies for study and research assignments.
   - (d) Gives reading guidance on literature theme studies; and reading for enjoyment and appreciation.
   - (e) Supervises the selection of materials for
     - (i) short term collections for special assignments
     - (ii) short term loans to
       - (a) classrooms
       - (b) subject resource centres
   - (f) Guidance and instruction in the development of independent learning skills
   - (g) Participates in cooperative teaching activities
   - (h) Provides reference services
   - (i) Supervises the preparation of schedules to facilitate speedy service and maximum accessibility
2. Evaluates and selects print and non-print materials
   - (a) Uses recognized reviewing media and other basic lists
   - (b) Consults with subject area specialists
   - (c) Participates in media reviewing committees
   - (d) Visits materials displays
3. Budgets annual allocations for
   - (a) Materials
   - (b) Equipment
   - (c) Supplies
4. Supervises the supportive staff, and delegates appropriate duties to Library Technical Assistant and Library Clerk.
5. Acts as liaison between school personnel and the divisional library resource centre.
6. Participates in long range planning, and program development and evaluation.
7. Participates in professional organizations and formal courses relating to both print and non-print materials.
8. Supervises the acquisition and technical processing of all materials
   - (a) Cataloguing and Classification
   - (b) Processing procedures

2.2

JOB DESCRIPTIONS

✓ 2.2.1 TEACHER-LIBRARIAN
✓ 2.2.2 LIBRARY TECHNICAL ASSISTANT
✓ 2.2.3 LIBRARY CLERK

12 April 1980.

JOB DESCRIPTION:

Descriptive Title: Library Technical Assistant
Period of Employment: 12 months

Summary:

Under the supervision of a librarian, assists in demonstrating to teachers and students the use and operation of media resources; prepares instructional materials on request; makes recommendations for school budget preparations; assists in supervision of clerical staff, student assistants and/or parent volunteers; assists in acquisition and processing of print and non-print materials; and attends training sessions at the divisional or regional media centre.

1. Assists in the training of teachers and students in the use and operation of media resources.
    - (a) Selects appropriate equipment to suit the media
    - (b) Assures prompt and efficient operation of the equipment
    - (c) Performs simple preventive maintenance on equipment and materials, where possible within the school
    - (d) Reports operational deficiencies or inadequacies to the proper authorities
    - (e) Returns equipment and materials to proper location when objectives have been accomplished
    - (f) Supervises inventory of materials and equipment
    - (g) Provides general information services work, such as:
        - (i) answering directional questions or factual questions involving use of basic reference tools
        - (ii) locating bibliographical information
    - (h) Prepares necessary schedules to maintain efficient service
2. Preparation of instructional materials.
    - (a) Graphics work for teacher-designed materials
    - (b) Prepares overhead transparencies
    - (c) Produces and/or duplicates tape-recordings
    - (d) Records and re-plays video-tapes
    - (e) Produces 2" x 2" slides both originals and duplicates
    - (f) Keeps informed on recent production techniques within the Division
    - (g) Plans and prepares displays
    - (h) Assists in preparation of lists of instructional materials on specific subjects
3. Assists in budgetary preparations.
4. Assists in supervision of
    - (a) Clerical staff
    - (b) Student assistants
    - (c) Parent Volunteers
5. Participates in training sessions at the divisional or regional media centre.
6. Assists in acquisition and processing of materials, print and non-print.
    - (a) Descriptive cataloguing
    - (b) Processing techniques
    - (c) File, and catalogue maintenance
    - (d) Add new serials and maintain periodicals collection
    - (e) Accept responsibility for additions to, and up-keep of clipping, pamphlet and other files of non-print materials

JOB DESCRIPTION 12 April 1978

Descriptive Title: School Library Clerk
Period of Employment: 12 months

Summary:

Under the supervision of the school librarian, the school library clerk supervises circulation of all materials, print and non-print; prepares bibliographic work, including all searching of acquisition materials and interlibrary loan processes; performs typing and general secretarial work; assists in supervision of student assistants and parent volunteers; acquires and processes materials according to system procedures; assists with audio, visual and graphic production; handles audio visual equipment circulation and primary maintenance; and attends training sessions as available in the system.

Specific Duties:

1. Supervises the circulation and control of all materials and related equipment, both print and non-print
   (a) supervises student assistants in desk procedures worked out with the library staff
   (b) checks materials for repairs and other damage
   (c) maintains shelving routines, and organizes shelf reading.
   (d) maintains statistical records and compiles data for reports
   (e) checks on overdue resources
   (f) assists with inventory procedures both in the school and at the system level.

2. Provides general information services work, including
   (a) preparation of directional materials and signs with the library staff
   (b) directs students and teachers to the location of library resources and equipment

3. Prepares bibliographic work
   (a) searches and verifies all acquisitions
   (b) types bibliographies, and materials lists or publicity items
   (c) types materials orders, including film bookings
   (d) carries out interlibrary loan procedures

4. Performs typing and general secretarial functions related to the library activities as assigned

5. Assists in supervision of student assistants and parent volunteers in activities outlined by the librarian

6. Acquires and processes materials according to system procedures and in close liaison with TLRC services

7. Assists with audio, visual and graphic productions as time permits
   (a) prepares signs and directional information with library staff
   (b) works with bulletin boards and other promotional displays

8. Assists with equipment circulation

9. Participates in system training sessions

2.3

QUALIFICATIONS

DRAFTS

✓ 2.3.1 TEACHER-LIBRARIAN

✓ 2.3.2 LIBRARY TECHNICAL ASSISTANT

✓ 2.3.3 LIBRARY CLERK

2.3.1

The Winnipeg School Division No. 1
Teachers Library & Resource Centre
1180 Notre Dame Avenue
Winnipeg Manitoba R3E OP2
Telephone
772 - 2474

May 1979.

QUALIFICATIONS FOR TEACHER-LIBRARIANS

(DRAFT)

The following statement has been developed in consultation with teacher-librarians in the Winnipeg system. It outlines current practice in the recruitment and evaluation processes in the Division. It parallels an earlier document prepared by the British Columbia School Librarians' Association, and a draft paper of the Canadian School Library Association.

This paper has been endorsed in principle by the T.L.R.C. Advisory Committee on 04 May 1979, and is forwarded now to Superintendent and Principals for their consideration and recommendations.

Gerald R. Brown,
Chief Librarian.

Rationale for Statement

During the past two decades, our schools have been struggling to adapt to the changing needs of society. What has emerged is an institution which focuses on the formation of individuals who are prepared to think for themselves and to assume responsibilities. To develop students of this type has meant that schools have had to de-emphasize traditional teacher-oriented methods and move toward learner-oriented methods such as guided discovery and inquiry.

This shift in educational methodology has had a great impact on school libraries. Many school librarians have been leaders in understanding and focusing on the opportunities for innovation and positive student experience which the changing needs of society have given us. It is a fact, however, that the movement toward inquiry, individualization and independent study programs has placed many new demands on the library and on the librarian. The need today is for the teacher-librarian to be a highly skilled teacher, able to function on the school team as a professional with competencies from teacher education and classroom experience as well as competencies from school librarianship and media services. Similarly, the library has moved from being a subject and a place to a service and a concept, a resource centre for teachers and students. This document attempts to identify those minimum competencies which are essential to the success of a teacher-librarian. In each case the competencies listed have been developed and defined through multiple indicators of quality.

Even a cursory scanning of the competencies reveals that expectations for teacher-librarians are very high. It is expected that a teacher-librarian will be in the forefront of curriculum and professional development services, will be familiar with the full range of instructional strategies and learning styles, will be able to organize time, personnel and materials to maximize utilization of each and will be active in professional concerns within the school and the Division.

For the teacher-librarian to achieve these expectations, adequate support staff is essential to free the teacher-librarian from clerical and technical tasks. The school division must recognize this need if the potential of the teacher-librarian and resource centre is to be realized.

Successful completion of formal course work provides one measure of potential success as a teacher-librarian. Personality factors, interpersonal relations skills, flexibility, professional commitment, and willingness to participate in continuing education, should be major factors in evaluating a teacher-librarian.

With recent advances in education it is essential that the teacher-librarian demonstrate the competencies outlined if the resource centre is to offer a vital educational service at the heart of the school's instructional program.

AREAS OF COMPETENCE

Although teacher-librarians have competence in the area listed, services are offered on the basis of the school program and the availability of personnel, materials and facilities. Priorities are determined by the individual school since not all services will be offered in every school or to the same extent in all schools.

As an aid in evaluating the work of the librarian in program development in relation to specific school needs, administrators are encouraged to use "School Library Services; Determining Your Priorities" personally or with the whole staff at the beginning of the school year. As a year-end review, the "School Library Services - Annual Report" provides a vehicle for examining yearly progress. Consultative assistance is available from T.L.R.C.

1. COMPETENCY: PROGRAM PLANNING AND COOPERATIVE TEACHING

Program planning and cooperative teaching is the ability to participate as a teaching partner in the accomplishment of identified learning objectives through a knowledge of recommended resources and appropriate teaching strategies.

Indicators of Competence:

The teacher-librarian is able to:

(1) Plan and develop units of work with teachers from the setting of objectives to evaluation.
(2) Develop cooperatively a sequential list of media, research and study skills for cross-grade and cross-subject implementation.
(3) Integrate media, research and study skills for independent and continued learning.
(4) Integrate the planned use of learning resources with the educational program.
(5) Pre-plan with teachers and teach integrated skills to large and small groups and individuals.
(6) Integrate the promotion of reading.
(7) Prepare curriculum-related book/media talks and celebrations.
(8) Compile bibliographies, resource lists, book/media lists as requested.

2. COMPETENCY: PROFESSIONAL AND LEADERSHIP

Professionalism and leadership is the ability to develop and promote the use of the human and material resources of the school resource centre and its facilities through cooperative professional activities.

Indicators of Competence:

(1) Lead in-service education programs on the effective use of the resource centre: criteria for selection of materials; designing resource-based units of study; using audio-visual equipment; promoting voluntary reading; media, research and study skill development; cooperative teaching; community resources.
(2) Share new teaching ideas with colleagues.
(3) Involve staff in establishing policy and service guidelines.
(4) Involve staff in clarifying priorities for service, and evaluation procedures.

3. COMPETENCY: ALERT USERS TO MATERIALS AND SERVICES

Alerting teachers and students to materials and services is the ability to promote the effective use of the full range of available resources.

Indicators of Competence:

The teacher-librarian is able to:

(1) Initiate a public relations program for staff, students and the community.
(2) Capitalize on themes through special promotions and media celebrations.
(3) Develop bulletin boards, displays, and other publicity materials.
(4) Promote, display, and publicize the programs of teachers who are successfully using library/media services both in the school and at the Division level.

4. COMPETENCY: LITERARY AND CULTURAL APPRECIATION PROGRAM PLANNING

Literary and Cultural Appreciation program planning is the ability to participate as a team partner in the accomplishment of identified learning objectives through a knowledge of literature and appropriate teaching strategies relevant to the cultural milieu.

Guidance in reading, listening and viewing is the ability to distinguish student needs and interests and to provide the "right material for the right person at the right time". Through this guidance students develop attitudes, appreciations and skills that motivate and stimulate improved selection of appropriate materials.

Indicators of Competence:

The teacher-librarian is able to:

(1) Plan and develop literature study and appreciation units with teachers from the setting of objectives to evaluation.
(2) Work with individuals and groups of students to provide direction, improve selection, and develop critical thinking.
(3) Provide guidance for students and teachers during the school day and before and after school.
(4) Encourage the aesthetic appreciation of the literature and culture of the multi-cultural populations that compose our Division.
(5) Prepare and give book/media talks.
(6) Integrate literary appreciation activities within the school's reading and writing programs.
(7) Develop storytelling, puppetry, and other programs as part of the school language development program.
(8) Develop visual literary programs, including film study, advertising and propaganda methods, graphics and their influence.

5. COMPETENCY: REFERENCE AND INFORMATION SERVICES

Information services involve the ability to use reference materials in seeking answers to questions. The teacher-librarian also acts as a liaison between the school resource centre and outside agencies for information services and resources.

5. (Cont'd.)

Indicators of Competence:

The teacher-librarian is able to:

(1) Answer questions from teachers and students.
(2) Make bibliographic searches for support materials.
(3) Develop a working relationship with public libraries, specialized libraries, other resource centres, community organizations, resource people and divisional resource services.
(4) Locate specific information and resources found outside the school, including the use of inter-library loan procedures.
(5) Participate in cooperative and coordinated projects within the district.

6. COMPETENCY: DESIGN AND PRODUCTION OF MATERIALS

The production of media is the ability to plan, design and produce materials for a specific instructional purpose, where commercial materials are not available or not appropriate to the community served.

Indicators of Competence:

The teacher-librarian is able to:

(1) Assist students and teachers with the effective use of learning resources.
(2) Recommend to teachers resources in various formats which may assist in the accomplishment of specific learning objectives.
(3) Advise teachers of medium appropriateness for particular instructional purposes.
(4) Assist students and teachers in materials design and production through instruction and in-service programs.
(5) Supervise the production of materials such as cassettes, slides, transparencies, talking books, video and slide/tape presentations.
(6) Designs and produces materials in print format with teachers as appropriate.

7. COMPETENCY: SELECTION OF LEARNING RESOURCES

The selection of learning resources is the ability to apply basic principles of evaluating learning materials with the purpose of developing a collection which will support the instructional program in the school.

Indicators of Competence:

The teacher-librarian is able to:

(1) Develop policies and procedures for selecting materials which meet curricular, informational and recreational needs.
(2) Develop and implement criteria for evaluating and selecting a wide range of resources.
(3) Use a variety of professionally-prepared aids and reviews which evaluate learning resources.

7. Indicators of Competence: (Cont'd.)

(4) Develop extensive "consideration for purchase" files of book and nonbook media.
(5) Actively participate in Divisional materials evaluation programs for learning resources and equipment.

8. COMPETENCY: ACQUISITION, ORGANIZATION AND CIRCULATION OF LEARNING MATERIALS FOR EFFECTIVE USE

The acquisition, organization and circulation of learning materials includes the professional tasks of classifying, cataloguing and organizing circulation procedures, and the supervision of efficient and systematic technical and clerical support services.

Indicators of Competence:

The teacher-librarian is able to:

(1) Supervise the ordering and acquisition of all learning resources.
(2) Develop an efficient system for lending, renewing, reserving and recalling needed learning materials and equipment.
(3) Maintain accurate records.
(4) Establish a control system for overdue materials.
(5) Route curriculum support and professional materials on request.
(6) Encourage and provide interlibrary loans.

9. COMPETENCY: ADMINISTRATION OF THE SCHOOL LIBRARY PROGRAM

Administration is the ability to manage library programs which facilitate the achievement of implied educational goals.

Indicators of Competence:

The teacher-librarian is able to:

(1) Establish rapport with staff, students and community.
(2) Plan for effective use of professional and support staff.
(3) Recruit, select, train and motivate students and adult volunteers.
(4) Invite and accept suggestions from teaching staff about the services the program provides.
(5) Develop resource centre facilities to support objectives of the instructional program.
(6) Manage a flexible budget.
(7) Set policies and establish appropriate procedures.
(8) Implement a regular inventory of materials and equipment.
(9) Evaluate the current library program in terms of guidelines and school objectives to establish short and long-range goals.
(10) Prepare regular reports on the library program.

GUIDING PRINCIPLES FOR EDUCATION FOR SCHOOL LIBRARIANSHIP

Although there is little consistency in certification requirements for teacher-librarians across Canada, Winnipeg School Division #1 believes that these requirements, and thus programs for the education of teacher-librarians, should reflect the areas of competence outlined. Further, the following basic principles should form the foundation for any formal educational program:

* a valid teaching certificate and successful classroom teaching experience should be required of all candidates prior to entry

* programs should be offered at the post-baccalaureate and/or graduate levels only

* programs should be offered within the general framework of teaching and learning in elementary and secondary schools

* programs should reflect an integrated approach to "library" and "audio-visual" services

* programs should be a minimum of one academic year or equivalent of 30 approved credit hours

* access to programs must be improved through part-time and summer session study and continuing education opportunities

The interpretation of these competencies and the necessary educational programs required to develop them should be pursued by agencies involved in the preparation of teacher-librarians and provincial school libary/media associations.

POSITION SPECIFICATIONS

Library Technical Assistant - High Schools

SUMMARY: Under the supervision of the Librarian, demonstrates and assists with the operation of the school's audio visual equipment; controls equipment inventory; performs minor repairs; prepares instructional materials and assists with preparation of audio visual budgets.

NATURE AND SCOPE OF POSITION

Duties include:

- assists in the training of teachers and students in the use and operation of audio visual equipment
- performs preventative maintenance and minor equipment repairs
- supervises inventory of equipment
- supervision of school library
- prepares various instructional materials which may include slides, graphics, video tapes, overheads, displays, etc.
- assists with budget preparation
- assists with acquisition and processing of print and non-print
- other duties as assigned

KNOWLEDGE AND ABILITY

Knowledge of the operation of the Teachers Library and Resource Centre
Knowledge of the operation of all audio visual equipment

Ability: to operate audio visual equipment
to prepare various instructional materials

EDUCATIONAL QUALIFICATIONS AND EXPERIENCE

Library Technician Course from RRCC or equivalent
Previous experience with audio visual media

IMMEDIATE SUPERVISOR: School Librarian

The Winnipeg School Division No. 1
Teachers Library & Resource Centre
1180 Notre Dame Avenue
Winnipeg Manitoba R3E OP2
Telephone
772 - 2474

POSITION SPECIFICATIONS

Clerk 2 - Library (school)

SUMMARY: Under the supervision of the school librarian, the school library clerk supervises circulation of all materials, print and non-print; assists in the preparation of bibliographic work; processes inter-library loans; performs typing and general secretarial work; assists in supervision of student assistants and parent volunteers; acquires and processes library materials; assists with audio, visual and graphic production; handles audio visual equipment circulation and primary maintenance.

NATURE AND SCOPE OF POSITION

Performs stenographic, clerical, and such other duties as may be requested by the school librarian. These include:

- supervision of the circulation counter and control of all library materials
- typing bibliographies and verifying all acquisitions
- typing correspondence, book orders, library cards and pockets, book reviews, book lists
- duplicating service as required
- checking, sorting, and shelving new books
- filing including newspaper/periodicals
- acquiring and processing new materials
- processing of mail for librarian
- providing surveillance of library in the absence of librarian
- assisting with processing of books requiring repair
- assisting in the supervision of student and parent volunteers
- other duties may include:
  - assisting with audio, visual and graphic productions as required
  - assisting with audio visual equipment circulation
- other duties as assigned

KNOWLEDGE AND ABILITY

Knowledge of the operation of the school library
Knowledge of the operation of the Teachers Library and Resource Centre
Knowledge of the principles and practices of good office procedures
Ability: to present typewritten material evidencing a high degree of mechanical skill and care
to operate all school office machines
to exercise initiative and to react resourcefully under varying conditions
to deal tactfully with all levels of personnel, students, and the general public

EDUCATIONAL QUALIFICATIONS AND EXPERIENCE

Grade XI with recognized commercial training
Previous office experience desirable

IMMEDIATE SUPERVISOR: School librarian

Revised September 1981

EVALUATION

2.4.1 TEACHER-LIBRARIAN

- ✓ 2.4.1.1 REPORT NO. 1 ON PROBATIONARY TEACHER
- ✓ 2.4.1.2 REPORT NO. 2 ON PROBATIONARY TEACHER
- ✓ 2.4.1.3 REPORT NO. 3 ON PROBATIONARY TEACHER
- ✓ 2.4.1.4 REPORT NO. 4 ON PROBATIONARY TEACHER
- ✓ 2.4.1.5 REPORT NO. 5 ON PROBATIONARY TEACHER
- ✓ 2.4.1.6 TEACHER EVALUATION REPORT FOR TEACHERS WITH TENURE

Updates

✓ 2.4.2 LIBRARY TECHNICAL ASSISTANT AND LIBRARY CLERK

EXHIBITS-GCN-E(3)

The Winnipeg School Division No. 1

Performance Assessment and Development Non-Tenured Teachers

Report No. 1 **Due: November 1**

Name of Teacher ______________________ School ______________________

Grade Level/Subject Area/Program ______________________

Period of Assessment ______________________ to ______________________

Assessor ______________________

This assessment process:

1. Establishes Criteria:	The principal and the teacher review the criteria for assessment and development.
2. Informs:	The principal informs the teacher of expectations and how he/she is performing.
3. Develops:	The principal and the teacher identify actions the teacher can take to enhance his/her development.
4. Assesses:	The principal and the teacher assess results based on pre-established criteria and performance measures.

I Assessment Criteria

Required by Division

1. Classroom Management
2. Teaching Methodology
3. Organization and Planning
4. Interpersonal Relationships
5. Program Content
6. Attention to Professional Duties and Responsibilities

II Classroom Observation Dates: (list)

Day	Month	Year
______	______	______
______	______	______
______	______	______

III Summative Report

Assessment Criteria:

Please rank the teacher on each of the indicators listed under each criterion. A score of four (4) indicates that the teacher consistently exceeds expectations in that area; three (3), that the teacher consistently meets expectations in that area; two (2), that the teacher requires some improvement in that area; one (1), that the teacher is performing unsatisfactorily in that area. A check mark in the No Comment Section (N/C) indicates that the performance area has not been observed and assessed to date.

	INDICATORS	1	2	3	4	N/C
1.1	**Classroom Management**					
	– Establishes and maintains a disciplined learning environment both in and outside of the classroom	☐	☐	☐	☐	☐
	– Promotes student self-discipline	☐	☐	☐	☐	☐
	– Provides a positive role model to students	☐	☐	☐	☐	☐
	– Applies disciplinary measures fairly and consistently	☐	☐	☐	☐	☐
	– Promotes respect for rights, opinions, property and contributions of others	☐	☐	☐	☐	☐
	– Gives deserved recognition for student achievement/behaviour	☐	☐	☐	☐	☐
	– Develops effective class routines for dealing with: attendance, class arrival and dismissal, lates, excusing students from classroom, collection and distribution of supplies, equipment, and assignments	☐	☐	☐	☐	☐
	– Ensures the use of courteous language within the school and during all school activities	☐	☐	☐	☐	☐
	– Uses appropriate procedures in attempting to solve classroom disciplinary problems, and seeks the assistance of the administration and/or support personnel and/or parents in those instances where needed	☐	☐	☐	☐	☐
1.2	**Teaching Methodology**					
	– Uses effective and varied methods of presentation	☐	☐	☐	☐	☐
	– Experiments with varied teaching techniques to determine and use that which is most effective in his/her situation	☐	☐	☐	☐	☐
	– Familiarizes himself/herself with and uses division and community resources where available and applicable	☐	☐	☐	☐	☐
	– Creates a physical and emotional environment in the classroom which fosters a love for learning	☐	☐	☐	☐	☐
	– Provides realistic opportunities for pupil involvement	☐	☐	☐	☐	☐
	– Encourages the development of creativity as well as the acquisition and application of facts	☐	☐	☐	☐	☐
	– Devises written and oral assignments and tests that require analytical and critical thinking as well as the reproduction of facts	☐	☐	☐	☐	☐
	– Develops desirable work habits and study skills	☐	☐	☐	☐	☐
	– Uses tests effectively as a method of teaching	☐	☐	☐	☐	☐
	– Uses effective and correct oral and written expression in lesson materials and delivery	☐	☐	☐	☐	☐
	– Continuously evaluates methods of presentation	☐	☐	☐	☐	☐

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INDICATORS (Cont'd)	1	2	3	4	N/C
1.3 Organization and Planning					
- Follows guidelines and plans on daily and/or long-term basis indicating progress to the present	☐	☐	☐	☐	☐
- Gathers and assembles necessary teaching materials beforehand for lesson preparation	☐	☐	☐	☐	☐
- Arranges class activities and lesson preparation to meet the individual needs and differences of all students	☐	☐	☐	☐	☐
- Budgets class time effectively	☐	☐	☐	☐	☐
- Sets specific objectives wherever possible in lesson preparation and carries through presentation to effectively achieve these objectives	☐	☐	☐	☐	☐
- Evaluates pupil achievements in relation to the objectives of the course	☐	☐	☐	☐	☐
- Keeps accurate records of student progress: assignments, tests, etc.	☐	☐	☐	☐	☐
- Previews visual and aural aides and reading matter before incorporating them into the lesson	☐	☐	☐	☐	☐
1.4 Interpersonal Relationships					
- Establishes and maintains positive rapport with students	☐	☐	☐	☐	☐
- Understands and adjusts as necessary to differences among children	☐	☐	☐	☐	☐
- Considers the overall well-being of the individual child	☐	☐	☐	☐	☐
- Establishes and maintains a positive working relationship with peers	☐	☐	☐	☐	☐
- Understands and values a cooperative approach to problem-solving, planning, etc.	☐	☐	☐	☐	☐
- Establishes and maintains positive rapport with parents	☐	☐	☐	☐	☐
- Demonstrates the ability to be accepting, caring, flexible, honest, friendly, respectful, polite and trustful in inter-personal relationships with both adults and children	☐	☐	☐	☐	☐
1.5 Program Content					
- Demonstrates a sound knowledge of subject matter	☐	☐	☐	☐	☐
- Demonstrates and teaches to objectives of Manitoba curricula	☐	☐	☐	☐	☐
- Assesses the needs of students	☐	☐	☐	☐	☐
- Develops appropriate program to meet students' identified needs	☐	☐	☐	☐	☐
- Evaluates student progress on the short and long term	☐	☐	☐	☐	☐
- Reports accurately and clearly on student progress and program objectives to the administration and parents	☐	☐	☐	☐	☐
- Evaluates continuously the appropriateness of program content	☐	☐	☐	☐	☐
- Utilizes appropriate learning/teaching materials	☐	☐	☐	☐	☐

INDICATORS (cont'd)	1	2	3	4	N/C
1.6 Attention to Professional Duties and Responsibilities					
- Participates actively in professional development activities	☐	☐	☐	☐	☐
- Contributes in a cooperative manner to ensure school goals are achieved	☐	☐	☐	☐	☐
- Reports to and is prepared to commence work on time	☐	☐	☐	☐	☐
- Attends work without undue absenteeism	☐	☐	☐	☐	☐
- Submits required information, reports, etc., in accordance with established guidelines	☐	☐	☐	☐	☐
- Prepares lessons for the substitute in the event of an absence	☐	☐	☐	☐	☐

IV Assessor's Comments

V General Assessment: Check off one:

a) This teacher appears to have made a good beginning in this school ☐

b) Although this teacher has had some difficulties there seems to be potential for good teaching ☐

c) This teacher is having serious performance problems in the area(s) listed as follows ☐

Identified
Performance Problem Areas

Action Plan:
The following has been developed to address these performance problems:

Assessor's Signature: Date:

VI Teacher's Comments (Optional):

I have had the opportunity to read this assessment and to provide my comments. My signature does not necessarily mean I agree with the contents.

Teacher's Signature Date

For Office Use Only

Personnel ______________________________ Date: ____________

Superintendent's Signature ______________________ Date: ____________

The Winnipeg School Division No. 1

Assessment and Development
Teachers

Name of Teacher ______________________________ School ________________

Grade Level/Subject Area/Program ______________________________________

Period of Assessment ________________to ______________________________

Assessor __________________________

This assessment process:

1.	Establishes Criteria:	The principal and the teacher establish mutually agreed-upon criteria for future progress and development.
2.	Informs:	The principal informs the teacher of expectations and how he/she is performing.
3.	Develops:	The principal and the teacher identify actions the teacher can take to enhance his or her development.
4.	Assesses:	The principal and the teacher assess results based on pre-established criteria and performance measures.

I. Assessment Criteria

Required by Division

1. Classroom Management
2. Teaching Methodology
3. Organization and Planning
4. Leadership (Department Head or Team Leader, others optional)

Other Criteria (Developed at the beginning of the formal process)

____

____

____

____

____

II. Summative Report

Performance Dimensions (Please refer to indication descriptions for explanation)

Classroom Management ______________________________

Teaching Methodology ______________________________

Organization and Planning ______________________________

Leadership (Department Head, Team Leader or other) ______________________________

Other Criteria

(Please list criteria developed at beginning of the formal process)

______________ : ______________________________

III. Assessor's Comments

IV. General Assessment (Please check one)

☐ Outstanding
☐ Consistently exceeds position requirements
☐ Consistently meets position requirements
☐ Requires some improvement
☐ Unsatisfactory

V. Development Plan

V. **Development Plan (Continued)**

☐ Re-evaluate next year

Assessor's Signature ______________________ Date ____________

VI. **Teacher's Comments (Optional)**

I have had the opportunity to read this assessment and to provide my comments. My signature does not necessarily mean I agree with the contents.

Teacher's Signature ______________________ Date ____________

For Office Use Only

Personnel ______________________ Date ____________

Superintendent's Signature ______________________ Date ____________

2.4.1.3

EVALUATION CRITERIA AND INDICATORS
Teacher Librarian

1. **Program Content**

- demonstrates a knowledge of curriculum across the grades
- provides incidental instruction in the use of media and the library
- provides reading guidance to individuals and groups
- participates with teachers in the planning and implementation of independent learning skills instruction integrated with classroom programs
- participates with teachers in the planning and implementation of literary and cultural appreciation programs integrated with classroom programs.

2. **Teaching Methodology**

- uses a cooperative approach to program planning with classroom teachers
- uses effective and varied methods of presentation
- experiments with varied teaching techniques to determine and use that which is most effective in the individual situation
- familiarizes himself/herself with and uses Division and community resources where available and applicable
- creates a physical and emotional environment which fosters a love for learning
- establishes and maintains a disciplined learning environment for pupil involvement in learning activities
- provides for pupil involvement in the learning process
- encourages the development of creativity
- develops students' skills necessary to become independent learners
- develop students'skills necessary for understanding and appreciating literature
- devises activities that require the application of analytical and critical thinking skills

Teaching Methodology - Continued

- provides opportunities for student involvement in production of language
- develops desirable work habits and study skills
- uses appropriate oral and written expression
- continuously evaluates methods of presentation
- maintains a file of units which have been cooperatively planned and evaluated with a teaming teacher.

3. Organization and Planning

- demonstrates planning of long-term units and daily lessons
- assembles teaching materials for lesson preparation
- previews visual and aural aids and reading materials before using them
- arranges class activities to meet the individual needs of students in cooperation with the teacher
- budgets time effectively
- sets specific objectives in lesson preparation and carries through presentation to effectively achieve these objectives
- participates with teachers in the evaluation of pupil's skill development in relation to planned objectives.

4. Library Organization and Administration

- prepares an annual statement of program goals for discussion with the principal
- evaluates and selects print and non-print materials within the framework of school's collection development plan (needs of students; in accordance with requirements of the curricula)
- maintains accurate fiscal records for library-related accounts
- co-ordinates the library support staff and delegates duties as appropriate
- participates in long range planning and program evaluation
- participates in the recruitment, training and supervision of student assistants and adult volunteers

Library Organization and Administration - Continued

- implements an efficient system for circulation of material and equipment in all formats
- uses systematic methods of maintaining inventory records
- provides reference and information services
- provides assistance to students and teachers in the planning and production of instructional materials
- plans and implements a publicity program for the library in the school and community
- arranges the library to accommodate a variety of groups and activities
- provides direction services, e.g. pamphlets, signs, maps and handbooks describing arrangement and services of the library, etc.
- provides periodic reports to the principal on the library program, and discusses them in terms of progress, problems and alternative solutions.

Winnipeg School Division No. 1

Clerical

Performance Assessment and Development

Short Form

Name ____________________ **Supervisor** ____________________

Title ____________________ **Location** ____________________

Performance Period ____________________ ____________________

Date sent Date requested

(b) Performance Dimensions	Performance 1-5 Scale 1 - lowest 5 - highest
	Overall
1. **Quality of Work:** Extent to which work is accurate and timely, correction of errors and inconsistencies in assignments, quality of clerical skills Comments (strengths/areas needing improvement): ____________________ ____________________	
2. **Quantity of Work:** Efficient handling of high volume workloads, speed and consistency of output, time utilization. Comments (strengths/areas needing improvement): ____________________ ____________________	
3. **Planning and Organization:** Activities planned ahead of time, organization of work, reaction to internal and external influences Comments (strengths/areas needing improvement): ____________________ ____________________	
4. **Job Knowledge:** Knowledge of school departmental functions, applications of knowledge to ensure that matters are cared for and/or referred to proper person for actions, knowledge of procedures, office equipment and clerical skills Comments (strengths/areas needing improvement) ____________________ ____________________	
5. **Ability to Work Independently:** Ability to complete assignments without prodding, composed under pressure, orderly; initiates and carries out projects with little or no direction Comments (strengths/areas needing improvement) ____________________ ____________________	
6. **Originating and Adapting to New Ideas:** Ability to take action, be self directing, generates innovative ideas, adapts to change; develops more efficient methods for completing job responsibilities Comments (strengths/areas needing improvement): ____________________ ____________________	
7. **Working with Others:** Establishes and maintains workable relationships with others, keeps others informed, patient listener, considers others opinions Comments (strengths/areas needing improvement) ____________________ ____________________	
8. **Dependability:** Reliability and responsibility in carrying out assignments, ability to meet deadlines, attendance, punctuality, adherence to division's policies Comments (strengths/areas needing improvement) ____________________ ____________________	
Others: ____________________ **Comments (strengths/areas needing improvement):** ____________________ ____________________	

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2.4.2 Continued ...

Performance Assessment (continued)

Assessment Summary (optional)

(b) Overall Assessment (place x in appropriate box)

Unsatisfactory	Requires Improvement	Consistently meets Job Requirements	Consistently exceeds Job Requirements	Exceptional
☐	☐	☐	☐	☐
1	2	3	4	5

(d) Employees Comments (optional)

Signatures

Assessor's Signature date

(I have had the opportunity to read and discuss this Assessment.)

Employee's Signature date

2.5

CONTINUING EDUCATION

✓ 2.5.1 CONTINUING EDUCATION FOR TEACHER-LIBRARIANS

✓ 2.5.2 INSERVICE EDUCATION FOR LIBRARY TECHNICAL ASSISTANTS AND LIBRARY CLERKS

2.5.1 CONTINUING EDUCATION FOR TEACHER-LIBRARIANS

To keep up-to-date with changing trends in education as well as new developments in specific subject areas, librarians in the system are encouraged to participate in opportunities for professional growth.

(i) Divisional inservice training opportunities
  - Regular monthly study sessions for librarians
  - Orientation sessions for new librarians
  - School inservices
  - "Voluntary" inservices (during school hours/after school hours)

(ii) Provincial workshops
  - SAG
  - Manitoba Display Days
  - MTS professional development workshops

(iii) Intervisitations

(iv) Informal luncheon or dinner meetings with colleagues (e.g. - feeder groups)

(v) Attendance at conferences

(vi) Membership in professional organizations
  - MSLAVA
  - CSLA
  - Reading Council of Greater Winnipeg
  - National Association of Teachers of English

In addition to participating in inservice training, librarians in the system are encouraged to serve on Divisional Advisory Committees and as workshop leaders and resource people sharing their own experiences and expertise with colleagues.

2.5.2 INSERVICE EDUCATION FOR LIBRARY TECHNICAL ASSISTANTS AND LIBRARY CLERKS.

The Teachers Library and Resource Centre organizes a series of workshops each year for L.T.A.'s and library clerks focussing on technical, time-management and interpersonal skills. Orientation sessions are also scheduled for new staff.

In addition staff are encouraged to avail themselves of appropriate adult education courses offered by the Division, by various service agencies such as the Y.W.C.A. and by technical schools and colleges, such as Red River Community College.

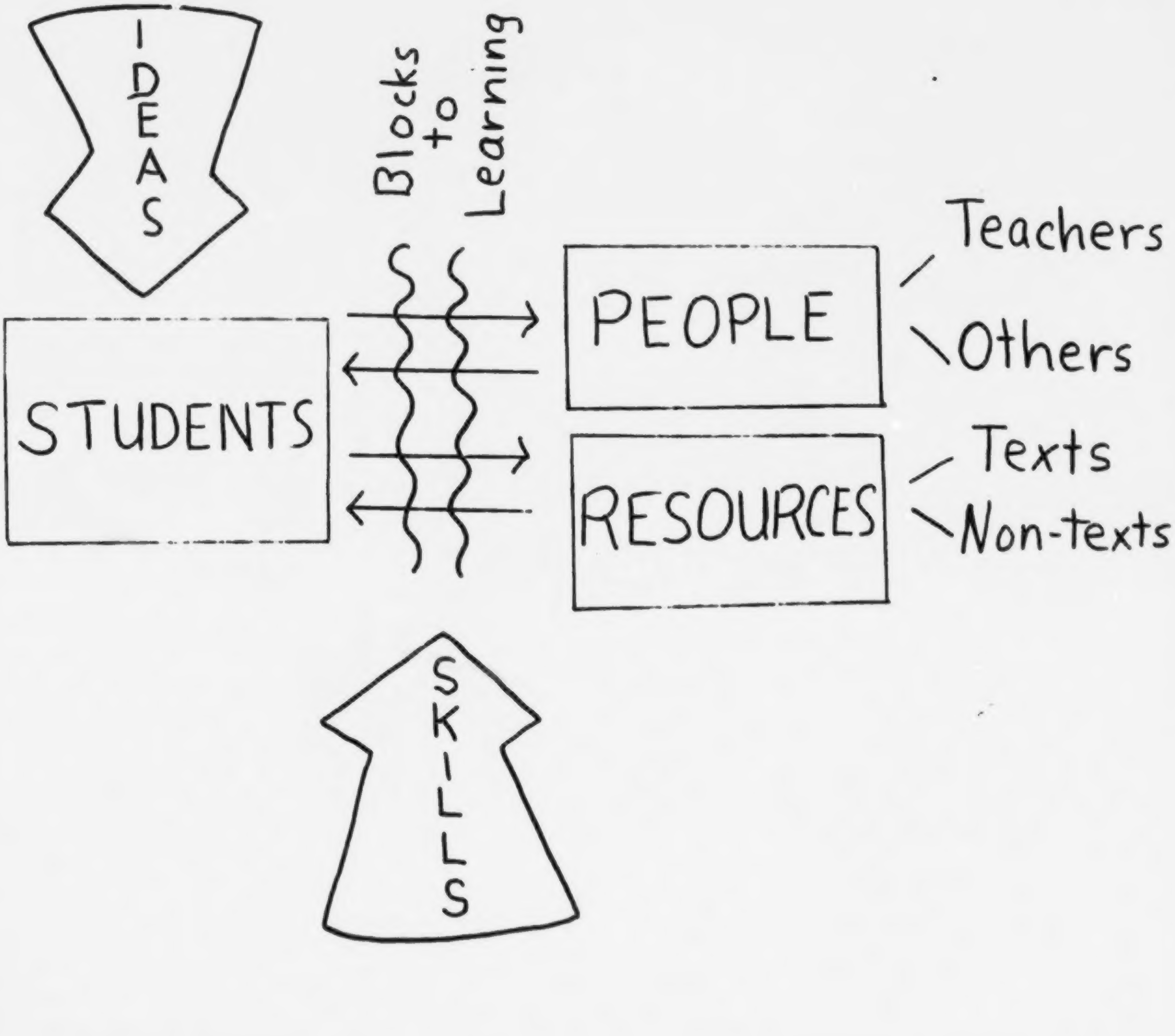
PART 3

INSTRUCTIONAL PROGRAM

DESIGN AND DEVELOPMENT

✓ 3.1.1 THE LEARNING PROCESS
✓ 3.1.2 THE LIBRARY IN THE CLASSROOM PROGRAM
✓ 3.1.3 THE CLASSROOM IN THE LIBRARY PROGRAM
✓ 3.1.4 TEACHER AND LIBRARIAN COOPERATION
3.1.5 PREPARATION TIME
3.1.6 SCHEDULING AND TIMETABLES
  ✓ 3.1.6.1 SAMPLE SCHEDULE
✓ 3.1.7 PRINCIPLES OF CURRICULUM DESIGN AND DEVELOPMENT
✓ 3.1.8 BLOOM'S TAXONOMY
✓ 3.1.9 QUESTIONING TECHNIQUES
✓ 3.1.10 SETTING THE STAGE FOR INDEPENDENT LEARNING
✓ 3.1.11 RECORDING INFORMATION
✓ 3.1.12 DISCUSSION AS A TEACHING METHOD
✓ 3.1.13 PROBLEM SOLVING AS A TEACHING METHOD
✓ 3.1.14 FUNCTIONAL PRODUCTS
✓ 3.1.15 PRINCIPLES OF EVALUATION

What is the learning process?


IDEAS
Blocks to Learning
STUDENTS
PEOPLE
Teachers
Others
RESOURCES
Texts
Non-texts
SKILLS

3.1.2 THE LIBRARY IN THE CLASSROOM PROGRAM

We are in the process of moving from an industrial society to an information society. Significant factors in that change are the:

- explosion of knowledge
- rapid rate of change
- technological developments
- increased understanding of the learning process.

The technological future will bring an ever-increasing flow of information which students must learn to locate, organize, analyze, interpret, evaluate and apply to new situations. That flow of information will be available in a variety of formats: print, non-print and electronic data sources. We know that students have different perceptual strengths (seeing, hearing, touching, etc.), different learning styles (alone, in small groups, etc.) and different learning rates. We know that the greatest learning occurs whenever students are actively involved in stimulating experiences on their level of comprehension and interest.

All these factors have implications for the educational needs of today's students. The process of learning has become more important for students than either subject or content because the process, once learned, can be applied to new topics in changing circumstances. The focus in our classrooms needs to be on learning how to learn. To cope in today's world, students must develop the skills of independent learning:

- how to recognize and state a problem
- how to formulate possible hypothesis
- how to ask important questions
- how to locate, analyze and evaluate information
- how to draw valid conclusions.

Teaching from a textbook, or a teacher-made anthology of pages copied from selected references, is no longer appropriate for our students' needs. Classroom programs must use a variety of resources. They must focus on the development of research skills, critical thinking skills, visual literacy, aural literacy and computer literacy. Inquiry-centred approaches are essential to the instructional process.

Given these contexts the school library is an essential laboratory in the learning process. The collection can provide the variety of multi-media resources needed. The library staff can work cooperatively with the classroom teacher in developing students' independent learning skills through discovery and inquiry teaching methodologies. In today's classroom the teacher should not be able to teach, or students learn, without the school library.

3.1.3 THE CLASSROOM IN THE LIBRARY PROGRAM

If the school library is to be an essential laboratory in the classroom learning process, then all aspects of school library service need to be integrated with the school's classroom programs.

Independent Learning Skills

Librarians need to cooperate with classroom teachers in all subject areas in the planning and team teaching of units of study which integrate independent learning skills, involving both information retrieval and information processing skills in a variety of formats. There is no rationale for group or class skills-teaching in the library that is not an integral part of a classroom project.

Literary and Cultural Appreciation Programs

Reading guidance, literary appreciation and production of language programs, need to be cooperatively planned by the teacher and librarian as an integral part of the students' Language Arts or English programs. This applies at all levels K-12. There is no educational justification for primary grade story hours in the library that are not part of an on-going classroom literature appreciation program. Conversely, given the emphasis in the English Language Arts curriculum on the students' need to experience a wide range of literature rather than a limited number of works, it is imperative that the librarian cooperate with the classroom teacher in the team teaching of literature appreciation units encompassing production of language activities.

Librarians also need to take the initiative with appropriate staff members in encouraging cultural appreciation programs in their schools involving literature and the performing and creative arts.

Consulting Services

Librarians should participate in grade group or department head meetings and serve on school curriculum committees to cooperate with classroom teachers in:

1. Preparing school guides that outline the integration of independent learning and literature appreciation skills in various subject areas, examples:
    - Science department and library staff prepare a guide for all teachers in the department identifying the minimum number of units which would be planned with a focus on the development of students' independent learning skills and their use of specific types of library resources.
    - Grade 4-6 teachers and the librarian prepare a guide outlining literature appreciation skills to be developed at each grade level.
2. Devising programs for special needs students (handicapped, ESL, gifted and talented, etc.)
3. Planning staff inservices
4. Planning orientation programs for teachers new to the school and student teachers.

Production Services

Production services should have three facets related to classroom programs:

- technical assistance to teachers through the design and production of teaching materials to meet specialized needs
- training programs to develop teachers' production skills
- teaching programs to develop students' production skills as needed for successful completion of a classroom project.

Reference Service

Teacher input is needed in order to build a good reference collection tied to classroom programs and teaching methodologies.

Instruction in the use of reference tools should be given:

- on an individual basis when a student needs help in locating, evaluating or interpreting resources
- on a group or class basis only when needed for successful completion of a class assignment

Access to Materials, Equipment and Space

In order to assess materials and equipment needed librarians need to know the existing collection, the provincial curriculum guides, the course or program offerings in their school and the teaching methodologies used for various courses or topics. In discussion with classroom teachers information can be accumulated about what is being taught and how it is being taught. Classroom teachers should be consulted in previewing and reviewing of materials and equipment for consideration for purchase as well as in examining items for consideration for withdrawal or weeding.

Recommendations of materials in the collection for a specific unit should be made only after evaluation of each item in terms of its application to the teacher's stated learning objectives.

In designing the use of space in the library, a practical and functional plan can be devised through staff and student participation in the process (See 4.4.1).

Summary

For this integration of classroom and library programs to take place, the teacher librarian needs to be an experienced classroom teacher who understands curriculum development theory, who can plan units and lessons, who understands classroom routines and who has skill in working with students. The teacher librarian also needs specialized skills in the selection, organization, management and use of learning resources in all media formats. Finally, the teacher librarian needs leadership skills to facilitate effective communication with classroom teachers. All these skills are utilized in the effective integration of classroom and library programs.

3.1.4 TEACHER AND LIBRARIAN COOPERATION

Adequate pre planning is essential for effective teaching. In all units involving the use of library resources it is essential that the classroom teacher and teacher librarian meet in advance as equal teaching partners to:

- discuss the teacher's aim and specific objectives for the unit
- identify materials appropriate to the teacher's objectives
- assure that adequate resources are available to meet student demands
- determine sequence of content
- identify skills students will need to use to complete the project
- decide which of the skills must be taught, reviewed or reinforced
- decide how students will be helped to define their topic and develop efficient research strategies
- prepare research or study guides
- set up a series of learning experiences deciding who does what when
- develop evaluation techniques to assess both learning outcomes and effectiveness of the unit design

A planning guide (see 3.2.2) may help save time when cooperatively planning a unit. It also ensures that all important stages in developing a unit have been considered. The completed guide can serve as a reminder of tasks to be done. When the unit has been completed, notes can be added regarding student successes and difficulties. Possible modifications of the unit design can be indicated before filing for future reference.

Initiating cooperative planning may require leadership on the part of the teacher librarian. The librarian needs to be aware of various communication styles and how to interact effectively with those who have a style different from his/her own. The librarian needs to be aware of individual teacher's teaching styles as well. Skill in using open-ended questioning techniques aids in the planning process. When discussing a teacher's initial plans, questions for clarification should focus on student learning rather than teaching style or methodology. It is essential that suggested integration of library-related activities directly supports the teacher's unit objectives.

The teacher librarian will be accepted as an equal teaching partner when classroom teachers see that cooperative planning has achieved better results for them and their students.

3.1.5 PREPARATION TIME

All teachers are entitled to preparation time. This includes non-enrolling teachers such as librarians. The purpose of preparation time is to provide teachers with time to do the planning and preparation of materials necessary for teaching/learning activities with students. Cooperative planning of units of study by classroom teachers and librarian is facilitated by the provision of preparation time.

Because of the emphasis on flexible scheduling of library media programs in the division, librarians should not schedule preparation time on a regular basis but rather take it on a flexible basis when the library is not booked for a planned program with a class, group or individual. Time spent planning with a teacher or identifying resources and preparing materials for a planned program is considered preparation time if it falls within regular school hours.

LIBRARY SCHEDULE 4/6 Librarian

	Librarian	Librarian	Librarian	Librarian	No Librarian	Libraria
	Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
9:15-9:45	Primary II			Primary I		Primary I
9:45-10:15	Developmental Education			Nursery Kindergarten and Pre-Primary		
10:15-10:45		Primary III				Primary III
11:00-11:30	Primary III		Primary III		Room 20 Circulation	Primary III
11:30-12:00		Basic English				
	No Librarian	Librarian	No Librarian	Librarian	No Librarian	No Librari
1:00-2:00			Room 16 Circulation			
2:00-2:30			Room 24 Circulation			
2:50-3:30	Room 17 Circulation	Story Time (Intermediate)	Room 15 Circulation	Story Time (Primary)	Room 18 Circulation	

3.1.7 PRINCIPLES OF CURRICULUM DESIGN AND DEVELOPMENT

1. DEFINITION

Curriculum design and development entails:

- deciding exactly what you want to do
- deciding how to do it

Curriculum refers to intentions.

Program refers to activities.

2. GENERAL GUIDELINES/CONSIDERATIONS

2.1 Curriculum should be based on significant human need. According to David Pratt the basic needs on which curriculum has to rest include:

- need for self-actualization
- need for meaning
- aesthetic needs
- social needs
- survival needs

2.2 Educators are responsible for the students' time. The curriculum should be more valuable than anything else the student could do at that time.

2.3 In order to cope with technological developments of the future (computers, genetic engineering, artificial prolonging of life, etc.) we need vigorous development in

- thinking, logic (rational thought)
- ethical values

2.4 The mastery learning school of thought maintains "what any person in the world can learn, almost all persons can learn if provided with appropriate prior and current conditions of learning".

2.5 In order for students to achieve high levels of learning, they must

- have the cognitive prerequisites
- be motivated
- receive appropriate instruction

2.6 Educational goals may be arranged in order of increasing detail as follows:

- aims
- objectives
- teaching points or strategies

When designing curriculum you need:

- one aim (summarizes goal)
- several objectives (suggested maximum is 12)
- large number of teaching points or strategies

3. AIM

An aim is a statement of the general intended change in the learner. It is not clear if it cannot be stated in one sentence. Example of good aim: To develop in students an understanding of the contributions of Native people to Canadian culture. Aims should not be stated in terms of content. Example of poor aim: To teach a novel.

4. OBJECTIVES

There are six types of objectives. Each type needs a different method of teaching and evaluation. Objectives should be rated as critical, important or desirable in terms of achieving the overall aim.

4.1 Knowledge

The student will understand ....

The student will know ....

4.2 Cognitive Skills

Note: If it needs practice it is a skill.

The student will be able to ....

The student can ....

4.3 Motor Skills

The student will be able to ....

4.4 Physical Development

The student will have ....

The student will develop ....

4.5 Dispositions (Attitudes)

The student will develop ....

4.6 Experiences

The student will take part in ....

5. PERFORMANCE CRITERIA

A performance criteria identifies the measure to be used to assess realization of the objective. Example:

CONDITIONS	In a twenty-minute period,
MATERIAL	given six examples of Native art not previously studied in class
ACTIVITY	the student will identify a minimum of four characteristics unique to Native art
ACCURACY	citing specific examples for each characteristic from at least two of the pieces viewed.

6. EVALUATION/GRADING

6.1 Functions of evaluation:

- To inform learners of attainment
- To diagnose strengths and weaknesses
- To provide feedback into the instructional system
- To guide decisions about the learner's future

6.2 Formative Evaluation (to improve achievement)

Formative evaluation is conducted in the course of instruction and "consists of the observation of student progress and difficulty in learning followed by adjustment in instructional procedures to improve that progress". (David Pratt. Curriculum Design and Development, 1980, p. 228)

6.3 Summative Evaluation (to prove achievement)

Summative evaluation is conducted after instruction is completed "to make judgments about the effectiveness of the learning, the instruction or the curriculum". (Pratt, p. 228)

6.4 Grading Systems

Two simple and valid grading systems are:

(1) Honors/Pass/Incomplete

Honors: Student meets all objectives

Pass: Student meets all critical objectives

Incomplete: All others

(2) Numerical

100 - Student meets all objectives
Each desirable objective missed: - 5
Each important objective missed: - 10
Each critical objective missed: - 60

7. ENTRY CHARACTERISTICS OF STUDENTS

There is a need to vary style of teaching depending upon students' entry characteristics.

Consider:

7.1 Intellectual, emotional and social development
7.2 Educational progress, motivation, attitudes
7.3 Background and aptitude in subject
7.4 Special interests and talents
7.5 Anxiety, personality, learning style
7.6 Aspirations and career plans
7.7 Parental expectations and home conditions
7.8 Community and peer culture

8. TEACHING STRATEGIES/POINTS

Design instruction for particular kinds of objectives

8.1 Knowledge

- Structure
- Presentation or Research
- Questions (before and after)

8.2 Skills

- Cognition - presentation and demonstration
- Fixation - guided practice and feedback
- Automation - drill and retraining

8.3 Dispositions (Attitudes)

- Modelling
- Reinforcement
- Involvement

Note: Presentation is the least effective method to use to influence attitudes

8.4 Experience

- Direct
- Simulated
- Vicarious (e.g.: literature, film)

9. APTITUDE DIFFERENCES

9.1 Refers to different learning speeds.

9.2 Aptitude is a variable depending upon context. For example: A fast learner in math may be an average or slow learner in reading.

9.3 Strategies for the teacher to use with:

- slow learners
- fast learners

should be designed into the curriculum.

9.4 Remediation

- Detect and correct minor errors before they become major failures
- Remedial unit has to be more motivating than the regular course
- Remedial packages should be predesigned and such that students are able to use them on their own. (audio-tape, pages in a book, film, video, volunteer, etc.)

9.5 Faster Students

- Cultural enrichment
- Enrichment within subject

10. LOGISTICS

Includes consideration of:

- Materials
- Equipment
- Facilities (teaching space)
- Personnel
- Time
- Costs

STATING BEHAVIORAL OBJECTIVES FOR CLASSROOM INSTRUCTION

TABLE I. Major Catagories in the Cognitive Domain of the Taxonomy of Educational Objectives (Bloom, 1956)

Descriptions of the Major Categories in the Cognitive Domain

1. KNOWLEDGE. Knowledge is defined as the remembering of previously learned material. This may involve the recall of a wide range of material, from specific facts to complete theories, but all that is required in the bringing to mind of the appropriate information. Knowledge represents the lowest level of learning outcomes in the cognitive domain.

2. COMPREHENSION. Comprehension is defined as the ability to grasp the meaning of material. This may be shown by translating material from one form to another (words to numbers), by interpreting material (explaining or summarizing), and by estimating future trends (predicting consequences or effects). These learning outcomes go one step beyond the simple remembering of material, and represent the lowest level of understanding.

3. APPLICATION. Application refers to the ability to use learned material in new and concrete situations. This may include the application of such things as rules, methods, concepts, principles, laws, and theories. Learning outcomes in this area require a higher level of understanding than those under comprehension.

4. ANALYSIS. Analysis refers to the ability to break down material into its component parts so that its organizational structure may be understood. This may include the identification of the parts, analysis of the relationships between parts, and recognition of the organizational principles involved. Learning outcomes here represent a higher intellectual level than comprehension and application because they require an understanding of both the content and the structural form of the material.

5. SYNTHESIS. Synthesis refers to the ability to put parts together to form a new whole. This may involve the production of a unique communication (theme or speech) a plan of operations (research proposal) or set of abstract relations (scheme for classifying information). Learning outcomes in this area stress creative behaviors, with major emphasis on the formulation of new patterns or structures.

6. EVALUATION. Evaluation is concerned with the ability to judge the value of material (statement, novel, poem, research report) for a given purpose. The judgments are to be based on definite criteria. These may be internal (organization) or external criteria (relevant to the purpose) and the student may determine the criteria or be given them. Learning outcomes in this area are highest in the cognitive hierarchy because they contain elements of all of the other categories, plus conscious value judgements based on clearly defined criteria.

TABLE II. Examples of General Instructional Objectives and Behavioral Terms for the Cognitive Domain of the Taxonomy

Illustrative General Instructional Objectives	Illustrative Behavioral Terms for Stating Specific Learning Outcomes
Knows common terms Knows specific facts Knows methods and procedures Knows basic concepts Knows principles	Defines, describes, identifies, labels, lists, matches, names, outlines, reproduces, selects, states.
Understands facts and principles Interprets verbal material Interprets charts and graphs Translates verbal material to mathematical formulas Estimates future consequences implied in data Justifies methods and procedures	Converts, defends, distinguishes, estimates, explains, extends, generalizes, gives examples, infers, paraphrases, predicts, rewrites, summarizes
Applies concepts and principles to new situations Applies laws and theories to practical situations Solves mathematical problems Constructs charts and graphs Demonstrates correct usage of a method or procedure	Changes, computes, demonstrates, discovers, manipulates, modifies, operates, predicts, prepares, produces, relates, shows, solves, uses.
Recognizes unstated assumptions Recognizes logical fallacies in reasoning Distinguishes between facts and inferences Evaluates the relevancy of data Analyses the organizational structure of a work (art, music, writing)	Breaks down, diagrams, differentiates, discriminates, distinguishes, identifies, illustrates, infers, outlines, points out, relates, selects, separates, subdivides.
Writes a well organized theme Gives a well organized speech Writes a creative short story (or poem, or music) Proposes a plan for an experiment Integrates learning from different areas into a plan for solving a problem Formulates a new scheme for classifying objects (or events, or ideas)	Categorizes, combines, compiles, composes, creates, devises, designs, explains, generates, modifies, organizes, plans, rearranges, reconstructs, relates, reorganizes, revises, rewrites, summarizes, tells, writes.
Judges the logical consistency of written material Judges the adequacy with which conclusions are supported by data Judges the value of a work (art, music, writing) by use of internal criteria Judges the value of a work (art, music, writing) by use of external standards of excellence	Appraises, compares, concludes, contrasts, criticizes, describes, discriminates, explains, justifies, interprets, relates, summarizes, supports.

TABLE III. Major Categories in the Affective Domain of the Taxonomy of Educational Objectives (Krathwohl. 1964)

Descriptions of the Major Categories in the Affective Domain
1. RECEIVING. Receiving refers to the student's willingness to attend to particular phenomena or stimuli (classroom activities, textbook, music, etc.). From a teaching standpoint, it is concerned with getting, holding, and directing the student's attention. Learning outcomes in this area range from the simple awareness that a thing exists to selective attention on the part of the learner. Receiving represents the lowest level of learning outcomes in the affective domain.
2. RESPONDING. Responding refers to active participation on the part of the student. At this level he not only attends to a particular phenomenon but also reacts to it in some way. Learning outcomes in this area may emphasize acquiescence in responding (reads assigned material), willingness to respond (voluntarily reads beyond assignment), or satisfaction in responding (reads for pleasure or enjoyment). The higher levels of this category include those instructional objectives that are commonly classified under "interests" that is, those that stress the seeking out and enjoyment of particular activities.
3. VALUING. Valuing is concerned with the worth or value a student attaches to a particular object, phenomenon, or behavior. This ranges in degree from the more simple acceptance of a value (desires to improve group skills) to the more complex level of commitment (assumes responsibility for the effective functioning of the group). Valuing is based on the internalization of a set of specified values, but clues to these values are expressed in the student's overt behavior. Learning outcomes in this area are concerned with behavior that is consistent and stable enough to make the value clearly identifiable. Instructional objectives that are commonly classified under "attitudes" and "appreciation" would fall into this category.
4. ORGANIZATION. Organization is concerned with bringing together different values, resolving conflicts between them, and beginning the building of an internally consistent value system. Thus the emphasis is on comparing, relating, and synthesizing values. Learning outcomes may be concerned with the conceptualization of a value (recognizes the responsibility of each individual for improving human relations) or with the organization of a value system (develops a vocational plan that satisfies his need for development of a philosophy of life) would fall into this category.
5. CHARACTERIZATION BY A VALUE OR VALUE COMPLEX. At this level of the affective domain, the individual has a value system that has controlled his behavior for a sufficiently long time for him to have developed a characteristic "life style." Thus the behavior is pervasive, consistent, and predictable. Learning outcomes at this level cover a broad range of activities, but the major emphasis is on the fact that the behavior is typical or characteristic of the student. Instructional objectives that are concerned with the student's general patterns of adjustment (personal, social, emotional) would be appropriate here.

TABLE IV. Examples of General Instructional Objectives and Behavioral for the Affective Domain of the Taxonomy

Illustrative General Instructional Objectives	Illustrative Behavioral Terms for Stating Specific Learning Outcomes
Listens attentively Shows awareness of the importance of learning Shows sensitivity to human needs and social problems Accepts differences of race and culture Attends closely to the classroom activities	Asks, chooses, describes, follows, gives, holds, identifies, locates, names, points to, selects, sits erect, relies, uses
Completes assigned homework Obeys school rules Participates in class discussion Completes laboratory work Volunteers for special tasks Shows interest in subject Enjoys helping others	Answers, assists, compiles, conforms, discusses, greets, helps, labels, performs, practices, presents, reads, recites, reports, selects, tells, writes
Demonstrates belief in the democratic process Appreciates good literature (art or music) Appreciates the role of science (or other subjects) in everyday life Shows concern for the welfare of others Demonstrates problem-solving attitude Demonstrates commitment to social improvement	Completes, describes, differentiates, explains, follows, forms, initiates, invites, joins, justifies, proposes, reads, reports, selects, shares, studies, works
Recognizes the need for balance between freedom and responsibility in a democracy Recognizes the role of systematic planning in solving problems Accepts responsibility for his own behavior Understands and accepts his own strengths and limitations Formulates a life plan in harmony with his abilities, interests, and beliefs	Adheres, alters, arranges, combines, compares, completes, defends, explains, generalizes, identifies, integrates, modifies, orders, organizes, prepares, relates, synthesizes
Displays safety consciousness Demonstrates self-reliance in working independently Practices cooperation in group activities Uses objective approach in problem solving Demonstrates industry, punctuality and self-discipline Maintains good health habits	Acts, discriminates, displays, influences, listens, modifies, performs, practices, proposes, qualifies, questions, revises, serves, solves, uses, verifies

Divergent Questioning Models -

QUESTIONS TO USE IN YOUR CLASS

QUANTITY QUESTIONS

1. List all of the_________.
2. List as many_______as you can think of.
3. How many ways can you come up with________?

REORGANIZATION QUESTIONS

1. What would happen if_______were true?
2. Suppose_______(happened), what would be the consequences?
3. What would happen if there were no_________?

SUPPOSITION QUESTIONS

1. Suppose you could have anything you wanted in working on this. What ideas could you produce if this were true?
2. You can have all of the_____in the world. How could you use it to_________?
3. You have been given the power to_______. How will you use it?

VIEWPOINT QUESTIONS

1. How would this look to a________?
2. What would a _______mean from the viewpoint of a________?
3. How would_______view this?

INVOLVEMENT QUESTIONS

1. How would you feel if you were________?
2. If you were_______what would you (see, taste, smell, feel)?
3. You are a______. Describe how it feels?

FORCED ASSOCIATION QUESTIONS

1. How is_______like______?
2. Get ideas from_____to improve________.
3. I only know about______. Explain_______to me?

3.1.9 QUESTIONING TECHNIQUES

1. LEVELS OF QUESTIONS

In this information age it is essential that students develop the ability to use thought processes at a high cognitive level. We can influence the level of thinking that students will have to use by the questions we ask. Various systems for classification of mental processes have been developed, with one of the best known being Bloom's (See 3.1.8). Students of all ages and all abilities need to be helped to develop thinking skills at the three highest levels: analysis, synthesis and evaluation.

2. TYPES OF QUESTIONS

Students need to be required to use both convergent and divergent thinking processes.

2.1 Convergent Thinking

- Taking a large number of facts and putting them together to come up with the right answer

Convergent thinking emphasizes:

- deductive reasoning
- logical reasoning to a conclusion

2.2 Divergent Thinking

- Identifying a large number of possible associations or possible solutions
- Establishing some value continuum
- Weighing alternatives according to these values

Divergent thinking emphasizes:

- fluency
- originality
- flexibility

3.1.10 SETTING THE STAGE FOR INDEPENDENT LEARNING

Good teaching makes learning easy. There are a number of teaching strategies that can be used to reduce the following obstacles to learning:

- conceptually difficult material
- unfamiliar vocabulary
- poorly organized material
- varying levels of ability in group

and to facilitate interaction between students and library media resources. A lesson framework for independent learning includes three stages:

- Preparing the student
- Guiding the student
- Reflecting with the student

1. PREPARING THE STUDENT

1.1 Independent Learning Skills

Identify the independent learning skills the students will need to use:

- locational skills
- analytical skills
- comprehension skills
- reporting, recording, demonstrating skills

Decide which skills:

- are new and need to be taught
- need to be reviewed
- need to be reinforced

Plan skills lessons.

1.2 Vocabulary

(1) Identify vocabulary essential to understand concepts to be developed and introduce to students

(2) Key Vocabulary

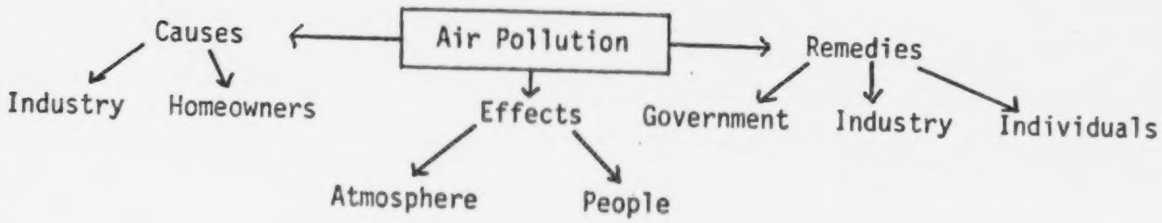
Identify subject headings or key words needed to locate information in catalogues, indexes, etc. and introduce vocabulary to students before they begin to search for information.

1.3 Motivation

Motivation is critical for learning to take place. Plan how to introduce topic to students so they will be motivated to learn. Establishing a functional product (book, tape, film, song, dramatic presentation, etc.) as the purpose of a project is intrinsically motivating.

1.4 Overview

Prepare, or develop with students, an overview of the topic. This may be done using an outline format or a web format. Example of a web:



2. GUIDING THE STUDENT

A research guide should be used to direct students' thinking.

2.1 A research guide does not test students' understanding of what they have read.

2.2 A research guide is a set of sub-topics and/or questions to guide students' thinking as they do research.

2.3 Questions should be at various levels of thinking from simple to higher order including analysis, synthesis and evaluation. (See Bloom's Taxonomy 3.1.8.)

2.4 An alternative type of research guide is a "Pathfinder" type which outlines the steps in an effective research strategy. See 3.2.3.

2.5 A research guide can be developed

- by teacher and/or librarian
- by teacher and/or librarian with students
- by student followed by consultation with teacher or librarian

3. REFLECTING WITH THE STUDENT

3.1 Follow individual research with small group discussion to:

- compare answers

  and

- resolve differences

3.2 When there are differences insist that students justify/prove points with reference to researched materials.

3.3 Value of small group discussion followed by large group sharing:

- provides an opportunity for students to verbalize ideas
- encourages thinking in the process of defending, arguing, exploring other aspects of an idea
- provides an opportunity to learn from peers

3.4 Involve students in evaluation process:

- of ideas/learning
- of instruction
- of materials
- of own participation
- of participation of peers

4. MASTERY LEARNING

For student success individualize by:

- adjusting time
- selecting or adapting materials
- questioning at different levels
- questioning at same levels, but providing different amounts of support (e.g.: specify title and page number)
- varying length of assignment
- using peer collaboration

RECORDING INFORMATION: A SKILLS CONTINUIM K-6

Component Independent Learning Skills (I.L.S.)

1. Clarify purpose: frame questions

2. Locate information

3. Identify main idea

4. Identify supporting details

5. Evaluate information on basis of relevance to topic

6. Initial recording of information

7. Classify and organize information

8. Record in final form

3.1.12 DISCUSSION AS A TEACHING METHOD

RATIONALE

1. The ability to discuss ideas with others:
   - is one of the basic skills of life
   - increases self-confidence and self-respect
   - affects the way we live and work with others in our family, career, social life and leisure activities.

2. People learn best when they are actively involved or participating. Small group discussions give more people a chance to participate actively. Research suggests 5 - 8 members is an ideal group size for both generation of ideas and individual participation.

3. Modern technologies are increasing the interdependence of people and countries. Small group discussion develops skills in working interdependently.

OBJECTIVES

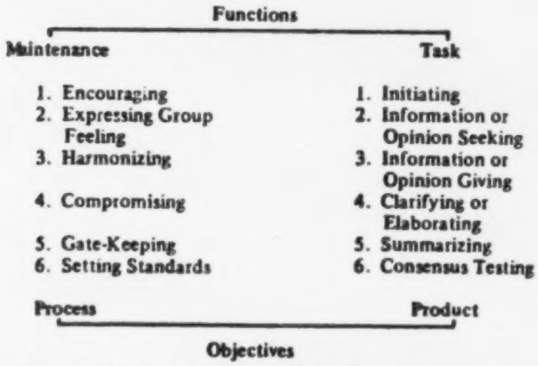
1. Product objectives
   - completion of a task
   - solving a problem
   - academic achievement

2. Process objectives
   - how group members are to interact with each other
   - interpersonal relationships
   - discussion skills

TASK AND MAINTENANCE FUNCTIONS

Use of the task functions identified in the chart below helps the group achieve product objectives. Maintenance functions focus on achievement of process objectives. Note that effective use of maintenance functions can also help the group accomplish its task (achieve its product objectives).

Students need to:
1. Be aware of these functions
2. Be given opportunities to practice various functions
3. Understand that leadership involves using a particular function when it is needed.



Maintenance	Task
1. Encouraging	1. Initiating
2. Expressing Group Feeling	2. Information or Opinion Seeking
3. Harmonizing	3. Information or Opinion Giving
4. Compromising	4. Clarifying or Elaborating
5. Gate-Keeping	5. Summarizing
6. Setting Standards	6. Consensus Testing
Process	Product

Figure 1.: Relationship between Group Functions and Group Objectives.

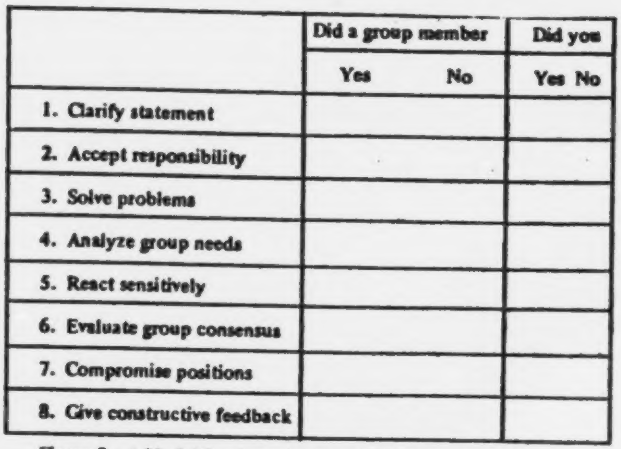
From: Pendergrass & Wood "Facilitating Discussions: Skills for Teachers and Students", Clearing House, Volume 49, Number 6, February 1976.

FEEDBACK

The evaluation process should provide feedback to the group members and the teacher on:

1. Group progress in relation to discussion skills (process objectives).
2. Group progress toward group goals (content objectives).
3. Individual progress in use of both task and maintenance functions.

A checklist such as the one below can be used to help group members assess progress and provide positive feedback:



	Did a group member		Did you	
	Yes	No	Yes	No
1. Clarify statement				
2. Accept responsibility				
3. Solve problems				
4. Analyze group needs				
5. React sensitively				
6. Evaluate group consensus				
7. Compromise positions				
8. Give constructive feedback				

Figure 2.: A Model for Assessing Beneficial Group Functions.

From:

Pendergrass & Wood

GENERAL GUIDELINES FOR SMALL GROUP DISCUSSIONS

1. Make sure the task is clearly defined.
2. Establish responsibilities of:
   - discussion leader/chair
   - recorder
   - reporter

   etc.
3. Establish:
   - group norms
   - communication techniques (formal, informal)
4. Record information so all in the small group can follow the discussion. This information then may be shared and recorded for the large group.
5. Do something with the results!

INTEGRATING GROUP DISCUSSION SKILLS INTO COOPERATIVE PLANNING AND TEACHING

PLANNING

1. Develop program over a year-long span:
   - begin with simple skills
   - provide considerable structure at first.

2. Vary topics so more students can have a time when their expertise can benefit the group.
3. Plan groups
    - 3.1 Observe students to identify:
        - natural leaders
        - followers
    - 3.2 Capitalize on individual strengths when forming groups
    - 3.3 Try one group of all "shy" members and watch a leader emerge.
4. Adapt physical setting to needs.

IMPLEMENTATION

1. Select group leaders:
    - Ask for volunteers
    - Use informal self-selection within the group
    - Have leader democratically elected by group
    - Choose someone who has never been a leader before in your class
    - Keep a checklist of leaders, recorders, reporters, etc., and encourage non-participants to begin to learn necessary skills.
2. Identify task
    - Clarify total task for group (s)
    - Assign specific responsibilities to individuals in terms of:
        - task functions
        - maintenance functions
        - Have students paraphrase back to you what their tasks are
3. Teach skills
    - 3.1 Teach group dynamic skills gradually over a period of time
    - 3.2 Establish ground rules jointly with students
        - participation vs monologues
        - respect for others' ideas
        - expected results after specific time frame
        - reporting options
        - encouragement of divergent thinking
    - 3.3 Meet with leader separately to
        - clarify group task
        - examine options within the activity
        - review guidelines for group process
        - share group management techniques (rewording a question, elaborating a statement, asking group members for clarification, summarizing)
    - 3.4 Identify a specific skill for each developmental session
        - outline how it facilitates group
        - demonstrate if necessary
        - ask all students to observe process in action and to give direct personal beedback
    - 3.5 Use field trips to expose students to models using discussion skills:
        - City Council
        - School Committees
        - Legislature

4. Practice skills
   - Provide opportunities to practice in different groupings
   - Intercept behavior patterns which are counter-productive

EVALUATION

1. Evaluation should be an on-going process as the project develops with a preparedness to revise the project if it won't work.
2. Evaluate each student as a unique individual and measure progress according to abilities, effort, understanding and personal growth.
3. Involve students in evaluating:
   - their own level and type of participation
   - use of group maintenance skills
   - use of open-ended questions
   - quality of interaction (for e.g.: triggered new ideas, helped clarify concept, etc.)
   - quality of product
   - relationship of prereadings to outcome
   - meeting of timelines
4. Develop evaluation criteria with students to evaluate achievement of both process and product goals.
   - Were the objectives met?
     - product objectives
     - process objectives
   - Was there interaction?
   - Was the workload shared? How?
   - Does the finished product represent the combined efforts of the group? How?
   - Was the project completed on time?
   - How do the results of this project show an improvement, as compared to a previous project, in:
     - task functions
     - product or content learned
     - maintenance functions
   - Can each individual summarize what the group has learned or decided?
   - Can each individual clearly state how his/her concept or understandings have changed as a result of the project?
   - How do the group members rate their own participation?
   - How do the students feel about the way their peers participated?
5. Provide feedback and positive reinforcement, both to the group and to individuals, giving specific information and discussing alternative action.
6. Use mistakes for positive constructive learning.
7. Videotape sample proceedings to:
   - provide direct feedback
   - assist in self-evaluation
8. Observe and make an interaction checklist, using a check mark for each time an individual enters into the discussion - either positively or negatively.
9. Observe and maintain an anecdotal record of how agreement was achieved
   - democratic vote
   - consensus
   - agreement to differ and presentation of a minority report

10. Develop a plus/minus or merit/demerit system for participation and contribution at various stages.
11. Assign a percentage of the mark for content to whole group, and then use the remaining percentage for participation.

12. Reward participation and achievement of individual and group goals.

Adapted from reports of
study sessions for librarians
held at T.L.R.C. on:
- 26 October 1984
- 01 February 1985
- 07 March 1985

3.1.13 PROBLEM SOLVING AS A TEACHING METHOD

Rationale for Teaching Problem Solving

1. Rate of technological change → Higher level thinking skills involved in creative problem solving are basic.
2. Information explosion → Independent learning skills are needed for informed problem solving.
3. Relationship of relevancy to learning → Relevance of school subjects to real life is increased by integration of problem solving activities into regular school subjects (e.g. Discussion of current issues in Social Studies or Science).
4. Interdependence of people and countries → Group work in the problem solving process develops skills in working interdependently.

Steps in the Creative Problem Solving Process

1. Identifying problems and challenges
    - 1.1 Initial identification of problem or challenge.
    - 1.2 Analysis of problem or challenge. In the process many related problems or challenges will be identified. (Torrance calls this "creating a mess".)
2. Recognizing and stating the important basic problem
    - 2.1 Research of pertinent facts related to problems/challenges identified.
    - 2.2 Identification of the basic problem. (If the problem is the basic problem its solution should result in the solution of the related problems identified in the problem analysis. Torrance calls this "clearing up the mess".)
3. Producing alternative solutions (brainstorming).
4. Evaluating alternative solutions.
5. Planning and putting ideas into use.

NOTE:

- Students will need to use skills in small group discussion to successfully accomplish steps #4 and #5. (See 3.1.12)
- This outline is based on ideas presented in a workshop offered by T.L.R.C. for librarians and teachers on 24 February 1981.
- For further information see:

371.9 Torrance et al. Handbook for Training Future Problem
H Solving Teams, University of Georgia. (Available on
loan from T.L.R.C. Reference)

3.1.14 FUNCTIONAL PRODUCTS

The emphasis, in both the LCA and ILS components of a library media program, is on a problem-solving/inquiry-discovery approach to learning.

This focus is compatable with the modern view of learning, based on brain research, which "sees learning not as remembering but as the acquisition of programs or sequences for achieving various goals". Students must DO to learn. If they have a vital interest in what they are doing the learning process will be enhanced.

The task of the teacher and teacher librarian in the inquiry-discovery/problem solving process is to pose pertinent, mind-stretching questions, to encourage students to ask "why" and "how", and to provide a responsive environment where students can be encouraged to explore and to create.

What is created or produced may be ideas or it may be a tangible object. What is important is having a reason for the creation and using the product (whether ideas or object) in a functional way. For example, a list of questions brainstormed by the class and teacher is a product. If that list is used in some way - perhaps classified and organized into a research outline - it is a functional product, a creation with purpose and meaning. Using this definition a written report that is simply handed in to a teacher for reading and grading is not a functional product.

The greatest pleasure in creation comes with sharing one's production with others. That sharing can take place through speaking or writing or the use of the visual or aural arts. Functional products that students can create with a teacher, with peers or individually, include:

- brainstorming
- small group discussions
- oral reports
- story telling
- debates
- dramatic productions
- musical productions
- lists (e.g. key words or subject headings to guide a material search)
- criteria (e.g.: for evaluating oral reports or story telling activities)
- research outlines
- reading guides
- sentence frames
- rebuses
- plot outlines
- individual or class books
- class newspapers
- murals, charts, posters or board games
- slides or 8mm films
- audio or video tapes

Such student generated materials are the end product of a learning process which is intrinsically motivating and meaningful to the learner.

Hart, Leslie A. Learning, "Don't Teach Them; Help Them Learn". March 1981.

Reprinted from:
Kim, Eugene C. & Kellough, Richard D.
A Resource Guide for Secondary School Teaching: Planning for Competence,
Macmillan Publishing Co., Inc., 1974.

AM I AN INQUIRY TEACHER?

	Regularly	*Frequently*	*Sometimes*	*Seldom*
As Planner				
I focus on lessons involving exploration of significant ideas, concepts, or problem areas that can be investigated at many levels of sophistication.				
I prepare for a broad range of alternative ideas and values that the students may raise related to a central topic.				
I select materials and learning experiences to stimulate student curiosity and support student investigation.				
I make available a wide variety of resources and material for student use.				
Skill-building exercises are tied directly to ongoing learnings where they can be utilized and applied.				
As Introducer				
My introductory lessons present a problem, question, contradiction, or unknown element that will maximize student thinking.				
My aim is for students to react freely to the introductory stimulus with little direction from me.				
I encourage many different responses to a given introductory stimulus and am prepared to deal with alternative patterns of exploration.				
As Questioner and Inquiry Sustainer				
The students talk more than I do.				
Students are free to discuss and interchange their ideas.				
When I talk, I "question," not "tell."				
I consciously use the ideas students have raised and base my statements and questions on their ideas.				
My questions are intended to lead the pupils to explore, explain, support, and evaluate their ideas.				
I encourage the students to evaluate the adequacy of grounds provided for statements made by them or by others.				
Students gain understanding and practice in logical and scientific processes of acquiring, validating, and using knowledge.				
My questions lead the students to test the validity of their ideas in a broad context of experience.				

over .....

	Regularly	*Frequently*	*Sometimes*	*Seldom*
As Manager				
I emphasize learning and the use of ideas rather than managerial functions such as discipline and record keeping.				
I allow for flexible seating, student movement, and maximum student use of materials and resources.				
Class dialogue is conducted in an orderly fashion that emphasizes courtesy and willingness to listen to each person's ideas.				
Students are actively involved in the planning and maintenance of the total classroom environment.				
I foster balanced participation by encouraging the more reticent students to take an active role in classroom activities.				
As Rewarder				
I encourage and reward the free exchange and testing of ideas.				
I emphasize the internal rewards that spring from the successful pursuit of one's own ideas.				
I avoid criticizing or judging ideas offered by students.				
Each student's contribution is considered legitimate and important.				
I evaluate students on growth in many aspects of the learning experience rather than simply on the basis of facts acquired.				
As Value Investigator				
I emphasize that concepts, social issues, policy decisions, attitudes, and values are legitimate areas for discussion.				
All topics are critically examined, not "taught" as closed issues with a single "right" solution.				
Use of unfounded, emotionally charged language is minimized in discussing attitudes and values.				
I encourage the students to explore the implications of holding alternative value and policy positions.				
I make the students aware of personal and social bases for diversity in attitudes, values, policies.				
I encourage the students to arrive at value and policy positions of their own that they understand and can defend.				

3.1.5 PRINCIPLES OF EVALUATION

1. Types of Evaluation

1.1 Formative

- Purpose is to improve achievement
- Monitors student progress in learning
- Remediation follows identification of learning difficulties

1.2 Summative

- Purpose is to evaluate achievement of objectives
- Follows instruction
- Makes judgments about effectiveness of:
  - the learning
  - the instruction
  - the curriculum

2. Evaluation of Different Types of Objectives

Different types of learning objectives require different strategies of evaluation.

TYPE OF OBJECTIVE	TARGET	PREFERRED METHOD OF INSTRUCTION	PRIMARY MEANS OF EVALUATION
Knowledge	mind	presentation	written or oral test
Skill	mind	practice	demonstration
Physical development	body	exercise, diet, etc.	objective physiological measurement
Disposition	mind (will)	engagement	unobtrusive observation
Experience	mind	provision of experience	check whether subject had experience

Pratt, p. 180

3. Involving Learners in Evaluation

Important skills for students to learn are:

- the ability to give helpful feedback to press
- the ability to evaluate their own performance
- the ability to define criteria for peer or self evaluation

Both peer and self evaluation involves learners in finding out how they can improve their work and how they can do better on the next unit.

Continued ....

4. Librarians' Involvement in Evaluation

Librarians need to be involved in the evaluation of cooperatively planned and taught units, both in:

- the evaluation of students' learning outcomes

and

- the evaluation of the effectiveness of the unit design

REFERENCE:

Pratt, David. Curriculum Design and Development. Harcourt, Brace Jovanovich, Inc., 1980.

The Winnipeg School Division No. 1
Teachers Library & Resource Centre

Our thanks and appreciation to the following teacher librarians who are members of the Independent Learning Skills Committee:

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Chris Dewar - St. John's High School

Sylvia Haverstick - Norquay School

Alice Moulton - Cecil Rhodes School

Sandra Proudfoot - Carpathia School

Louise Schoenherr - John Dafoe School

Arlene Staniul - Elmwood School

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Library Media Services Consultant

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Chief Librarian

3.2.1

INDEPENDENT LEARNING SKILLS

VOLUME 1 :

SCOPE AND SEQUENCE

The Winnipeg School Division No. 1
Teachers Library & Resource Centre

Revised edition

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INDEPENDENT LEARNING

SKILLS

- ✓ 3.2.1 SKILLS (SCOPE AND SEQUENCE DRAFT)
- 3.2.2 PLANNING GUIDES
  - ✓ 3.2.2.1 BUILDING BLOCK MODEL
  - ✓ 3.2.2.2 UNIT PLANNING FORM
- ✓ 3.2.3 TEACHING STRATEGIES
- ✓ 3.2.4 PHASES IN I.L.S. PROGRAM DEVELOPMENT

INTRODUCTION

This Independent Learning Skills Scope and Sequence document has been developed to assist teachers and teacher librarians in identifying information skills that are a priority for the students in their school. The guide is descriptive, not prescriptive, as it presents a wide range of possible independent learning skills. The skills are organized into four categories based on the steps in the research process:

1. Locational skills - physically finding resources and the information in those resources.
2. Analytical skills - analyzing the topic to be researched, developing a research plan, analyzing resources for appropriateness and applicability to topic, analyzing value of information in relation to topic and purpose.
3. Comprehension skills - understanding the information, considering the information in relation to the topic, extracting pertinent information, organizing information, seeing relationships, making inferences, drawing conclusions.
4. Recording, reporting, demonstration skills - recording and sharing information.

Because skill development is cumulative and depends upon students' experience and ability level, no attempt has been made to specify either grade level or sequencing of learnings.

It is expected that users will select the specific skills for a particular unit of study as appropriate to:

- the age, grade and prior experience of the students
- the type of material being used
- the format of the final product

An independent learning skills program at any grade level will consist of a series of units with each unit reinforcing previous learnings while developing a new skill or skills.

A cooperatively developed school plan for independent learning skills will encourage consistency at each grade level as well as the sequential development of skills from grade to grade.

STRATEGIES FOR HELPING STUDENTS BECOME INDEPENDENT LEARNERS

INDEPENDENT LEARNING SKILLS

Independent learning skills are the skills a person needs to be information literate - able to identify when information is needed and able to locate, evaluate and use information. In Independent Learning Skills, Volume 1: Scope and Sequence the skills have been organized under four headings corresponding to the stages in an inquiry process:

- Locational skills
- Analytical skills
- Comprehension skills
- Reporting, recording, demonstration skills

Research projects provide an opportunity to:

- teach independent learning skills in a meaningful context
- involve students actively in the learning process
- develop students' skills in
  - higher level thinking
  - media literacy
  - group discussion
  - self evaluation

When students are given the opportunity to do research projects they do not automatically develop the necessary skills. The strategies needed to become effective life-long independent learners must be taught.

Skills such as scanning, skimming, notetaking or outlining can be learned through demonstration and practice. Skills in seeing relationships among facts, in identifying bias, stereotyping, assumptions, emotional appeal, etc. can be developed through planned listening, viewing and reading activities followed by discussion. When the skill teaching is done just prior to students embarking on research it meets two criteria for effective learning:

- a real need for learning the skill
- an immediate opportuntity to practice the skill

Any research project that does not include a skill-teaching component is a "missed opportunity". This basic principle applies from Kindergarten to Grade 12.

Research does not necessarily require reading or writing skills. It does require an inquiring mind-set. Picture a kindergarten class where the students have been enjoying stories with the pattern of three. The teacher has told the story The Three Bears. The children are excited about the idea of making child-size story characters by drawing around their own bodies. However, in discussion, they find they have a problem. They're not sure what bears look like. What shape are a bear's ears? ... legs? ... paws? How long is a bear's snout? ... tail? What color is a bear? On a visit to the school library the children examine many pictures of bears to find the answers to their questions. This activitiy can be planned by the classroom teacher and the teacher librarian to develop the following search strategy concepts:

- You can get information from pictures.
- The library has many pictures of bears in different media formats.
- You may have to consult more than one source to get all the information you need. (For example, a frontal view of a bear will not give information about its tail.)
- The information in all sources may not always agree. (The teacher librarian included pictures of black, brown and white bears).
- Drawing a picture is one way of recording what you have learned.

This focus on skill development should continue through the high school level. Each research project should be planned for the development of new skills and for the application of previously learned skills to more complex material or more controversial issues or problems.

However, it is not enough to teach independent learning skills and provide for the practice of these skills in the meaningful context of a research unit. To help improve their performance students need feedback on their level of skill attainment. For example, one way to evaluate students' notetaking skills is to have their notes handed in for diagnosis of specific strengths and weaknesses.

ACTIVE STUDENT INVOLVEMENT

The general aim at every grade level should be to move from teacher/teacher librarian directed activities to those that are more student directed. For example teacher-assigned topics can be expanded through group brainstorming, classifying and categorizing of questions. Other areas where group or individual decision-making can be built into a research unit include:

- planning of a search strategy
- division of tasks within a group
- selection of materials
- analysis and organization of information
- selection of media formats for reporting
- evaluation of individual and group work

At the most advanced level students, individually or with peers, would be responsible for making the decisions at every stage in the research process, from selecting a topic and developing a research plan to establishing criteria for peer and self evaluation. The teacher and teacher librarian, using pre-established evaluation criteria, would monitor the students' performance at specified stages in the process, providing guidance and and instruction as needed.

HIGHER LEVEL THINKING SKILLS

Frequently student researchers are involved in mere fact-finding exercises rather than true inquiry. Good research projects are stated as questions, not topics. They require students to probe, make choices or address a problem or issue. Consider the difference in level of thinking required by topic versus question in the following examples:

TOPIC: Selkirk settlers
QUESTION: How did the arrival of the Selkirk settlers affect the lives of the people already living in the Red River area?

TOPIC: Feudal society
QUESTION: What major changes distinguished the feudal society from earlier societies?

TOPIC: World landforms
QUESTION: What is the relationship between the world pattern of landforms and the world pattern of population distribution?

TOPIC: Multiculturalism
QUESTION: What are the advantages and disadvantages of a multicultural society?[2]

The topics give the students little focus. They set the stage for the copying of information without a clear purpose in mind. The questions, on the other hand, require the students to analyze, compare, classify, perceive relationships, infer, hypothesize, evaluate, etc. The students must decide what information they will need in order to answer a question. This will involve the brainstorming of supplementary questions. Facts will need to be gathered but now the search will have a purpose and direction. In addition, the information gathered will be USED. To answer a question or solve a problem facts will need to be examined, relationships considered and conclusions drawn.

MEDIA LITERACY SKILLS

Research projects should be organized to encourage students to seek information from a variety of sources, both inside and outside the school - books, newspapers, magazines, audio visual materials, artifacts, realia, computer data bases, individuals and institutions.

The end result of the research process should be the sharing of one's information and conclusions with others through speaking, writing or using the visual and aural arts. This basic principle applies from Kindergarten to Grade 12. For example, at the secondary level, research paper findings should be shared in some way, not just handed in to the teacher for marking.

The decision regarding the format of a presentation should involve consideration of reporting techniques most appropriate for the message. Students, therefore, need to be aware of the variety of oral, written and audio visual reporting modes that are available. Skill instruction should include, as needed, training in media literacy and media production.

GROUP DISCUSSION SKILLS

Research projects provide a ready-made opportunity to integrate cooperative learning strategies. Using the Sharans' group investigation model[3] students are organized into research groups which discuss and decide:

- what they need to investigate to solve their problem
- what resources they require
- who will do what
- how they will present their information to the class.

The actual research is done individually or in pairs with group members coming together to share their information: discussing, clarifying, evaluating and synthesizing ideas to decide on their conclusions and message.

The pre-teaching and practice of group discussion skills is needed in order for cooperative groups to work together effectively in completing their task. Those skills include strategies such an initiating, opinion seeking, opinion giving, active listening, paraphrasing, consensus testing, encouraging, harmonizing, compromising, etc.

EVALUATION SKILLS

Both self evaluation and the ability to offer constructive criticism are life skills. Every research project should involve students in the evaluation process. Using the group investigation model, described above, students' presentations to the class are evaluated by their audience using previously established criteria. Students should also participate with the teacher and teacher librarian in the evaluation of their own performance and product as well as the effectiveness of their group interactions.

COOPERATIVE PLANNING AND TEACHING

Classroom teachers and teacher librarians share the responsibility for helping students develop independent learning skills through resource-based learning. Collaboration in the planning, implementation and evaluation of research units helps ensure:

- adequate materials will be available
- independent learning skills instruction will be integrated into every subject area
- more individualized guidance is available for students

An additional advantage of collaboration is the sharing of teaching tasks with another adult. Components of the unit to be considered at the planning stage can include:

- the teacher's aim and specific objectives for the unit
- materials appropriate to the objectives
- independent learning skills students will need to use to complete the project
- skills which must be taught, reviewed or reinforced
- techniques for helping students to define their topic and develop efficient research strategies
- preparation of study or research guides
- evaluation procedures to assess
    - learning outcomes
    - level of skill development
    - effectiveness of the unit design.[4]

Advance planning can ensure that both library space and the teacher librarian's time can be booked at appropriate intervals in the unit for skill teaching and research activities.

CONCLUSION

Students have no time to waste in sterile fact-finding exercises whose end product is simply an assignment to be handed in for marking. Research projects have the potential to motivate learning and to develop life-long independent learning skills. Let's realize that potential!

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4. Winnipeg School Division No. 1 Library Media Services Personnel Handbook, 1982 - .

by Jean Baptist,
Library Media Services Consultant

INDEPENDENT LEARNING SKILLS: SCOPE AND SEQUENCE

NOTE: All categories of skills apply to information in any media format:

- print
- audio (in-person presentation, tape)
- visual (maps, graphs, charts, photographs, cartoons, filmstrips, moving pictures, etc.)
- human resources
- community resources
- artifacts, realia
- actual events
- computer data bases, etc.

Locational Skills

	Introduce	Reinforce	Extend
1. Understand locational signs and labels.			
2. Understand and use alphabetical order of letters and words:			
2.1 Single letter			
2.2 Second letter			
2.3 Third letter and beyond			
2.4 Special rules			
3. Understand how material is arranged in a library.			
4. Use card catalogue (or computer data base) to locate material.			
5. Understand functions of parts of a book and use effectively:			
5.1 Title page			
5.2 Table of contents			
5.3 Index			
5.4 Glossary			
5.5 Preface, forward, introduction, afterward			
5.6 Footnotes			
5.7 Pagination			
5.8 Illustrations, graphs, charts, etc.			
5.9 Bibliographies			
5.10 Appendices			
6. Identify logical alternative headings when chosen subject heading is not in card catalogue, computer data base or index.			

Continued ...

Locational Skills, continued ....

	Introduce	Reinforce	Extend
7. Make efficient use of dictionaries:			
7.1 Abridged			
7.2 Unabridged			
7.3 Specialized			
7.3.1 Pictorial dictionaries			
7.3.2 Subject dictionaries			
- biographical, geographical, etc.			
7.3.3 Foreign language dictionaries			
7.3.4 Thesauri			
8. Make efficient use of encyclopedias:			
8.1 Guides on spine			
8.2 Guide words			
8.3 Indexes			
8.4 Cross references			
8.5 Key words			
8.6 Headings and sub-headings			
8.7 Subject encyclopedias			
8.7.1 Science			
8.7.2 Music			
etc.			
9. Make efficient use of ready reference sources:			
9.1 Atlases, maps, globes, gazeteers			
9.2 Almanacs, yearbooks, fact books			
9.3 Handbooks, manuals			
9.4 Field guides			
9.5 Government publications			
9.6 Statistical sources			
9.7 Other collective works			
9.7.1 Books of quotations			
9.7.2 Books of dates			
etc.			
9.8 Bibliographies			
9.9 Directories			
9.9.1 Telephone			
9.9.2 Postal code			
etc.			
9.10 Indexes:			
9.10.1 Periodical indexes:			
- Children's Magazine Guide			
- Abridged Readers' Guide			
- Readers' Guide			
- Canadian Periodical Index			
- National Geographic Index			

Continued ...

Locational Skills, continued ...

	Introduce	Reinforce	Extend
9.10.2 Indexes other than periodical indexes:			
- Short story			
- Plays			
- Biography etc.			
10. Make efficient use of periodicals most appropriate for a particular purpose.			
11. Make efficient use of newspapers.			
12. Make efficient use of pamphlet and picture files.			
13. Use following skills, as appropriate, to locate information efficiently:			
13.1 Scanning (dictionary, index, table of contents, visuals)			
13.2 Skimming (key words, phrases or passages, main idea, overview)			
14. Locate and use data through:			
14.1 Interviewing			
14.2 Observation and recording of objects, events			
14.3 Experimentation			
14.4 Utilizing audio-tapes, film, radio, T.V., etc.			
14.5 Utilizing artifacts, realia, museums, etc.			
15. Make efficient use of surveys and opinion polls			
16. Make efficient use of computer data banks.			
17. Make efficient use of flowcharts.			
18. Use sources of information external to school:			
17.1 Other libraries			
17.2 Museums			
17.3 Human resources			
17.4 Other community resources			
19. Select appropriate audio visual equipment and operate properly.			
20. Recognize organizational schemes, in addition to Dewey, for arranging resources e.g. Library of Congress.			

Continued ....

ANALYTICAL SKILLS

	Introduce	Reinforce	Extend
1. Analyze subject/topic/problem to establish focus for research:			
1.1 List basic information already known about the topic.			
1.2 Do background reading, if necessary, before generating questions.			
1.3 Brainstorm questions that could be researched.			
1.4 Group, classify, categorize questions.			
1.5 Select question or questions to research.			
2. Develop good research questions that:			
- address a problem or issue			
- probe			
- require the making of choices			
3. Decide nature/format of final product.			
4. Develop a step-by-step research plan.			
5. Choose resources most appropriate to research purpose.			
6. Use skill of skimming to preview material and analyze relationship of information to research purpose:			
6.1 Sub-headings			
6.2 Main idea			
6.3 Supporting details			
7. Judge value of materials:			
7.1 Accuracy			
7.2 Currency			
7.3 Scope			
7.4 Relevance			
7.5 Ease of use			
7.6 Documentation			
7.7 Author's credentials			

Continued ....

Analytical Skills, continued ...

	Introduce	Reinforce	Extend
8. Evaluate information			
8.1 Distinguish between fact and fiction			
8.2 Differentiate between relevant and irrelevant information			
8.3 Understand implied meanings			
8.4 Identify author's purpose and point of view			
8.5 Identify:			
- unsubstantiated statements			
- inconsistencies, errors, omissions			
- bias, stereotyping, assumptions			
8.6 Choose among competitive values			
8.7 Deal with conflicts of authority			
8.8 Recognize emotional appeal			

COMPREHENSION SKILLS

	Introduce	Reinforce	Extend
1. Understand glossary and dictionary definitions.			
2. Understand vocabulary and word meanings.			
3. Develop a skeleton outline.			
4. Use appropriate rate/type of reading for purpose:			
4.1 Skim			
4.2 Study - SQ3R (Survey, Questions, Read, Recite, Review)			
4.3 Critical			
5. Use critical thinking skills when reading, listening or viewing:			
5.1 Defining			
5.2 Observing			
5.3 Comparing			
5.4 Classifying			
5.5 Interpreting			
5.6 Noting relationships			
6. Use group discussion skills effectively:			
6.1 Task functions			
6.1.1 Initiating			
6.1.2 Information or opinion seeking			
6.1.3 Information or opinion giving			
6.1.4 Clarifying or elaborating			
6.1.5 Summarizing			
6.1.6 Consensus testing			
6.2 Maintenance functions			
6.2.1 Encouraging			
6.2.2 Expressing group feeling			
6.2.3 Harmonizing			
6.2.4 Compromising			
6.2.5 Gate-keeping			
6.2.6 Setting standards			

Continued ...

Comprehension Skills, continued

	Introduce	Reinforce	Extend
7. Record information in form appropriate to skill level:			
7.1 Illustration			
7.2 Word banks			
7.3 Oral paraphrase dictated to scribe			
7.4 Written paraphrase			
7.5 Written notes			
8. Keep a record of resources used, consistent with final bibliographic form.			
9. Organize information using appropriate pattern:			
9.1 Chronological, time			
9.2 Cause/effect			
9.3 Comparison/contrast			
9.4 Space, distance			
9.5 Logical sequence			
9.6 Relative importance			
9.7 Analagous relationship			
10. Evaluate information gathered to identify:			
10.1 If information is complete/sufficient			
10.2 How best to present information			
11. Reach tentative conclusions based on information:			
11.1 Draw inferences			
11.2 Make generalizations			
11.3 State hypothesis			
11.4 Offer opinions with reasons			
11.5 Make judgments with criteria			
11.6 Summarize basic principles/concepts			
12. Evaluate conclusions and change if errors in logic or new information indicate need.			
13. Revise original outline, or questions, as required.			

RECORDING, REPORTING AND DEMONSTRATION SKILLS

	Introduce	Reinforce	Extend
1. Use a reporting format that is appropriate for the message. Possibilities include:			
1.1 Oral			
___ oral			
___ oral presentation with visuals			
___ seminar (presentation, questions and answers)			
___ panel discussion			
___ debate			
___ demonstration			
___ dramatization (play, skit, puppet play, interview)			
1.2 Written			
___ written report (sentence(s), paragraph(s))			
___ illustrated book (group, individual)			
___ essay			
___ research paper			
___ precis/abstract			
1.3 Audio-Visual			
___ pictorial representation (poster, mobile, mural, bulletin board)			
___ overhead transparencies			
___ photographic representation			
___ slide production			
___ filmstrip			
___ graphs/charts			
___ audio tape			
___ slide/tape production			
___ video tape			
___ model/diorama			
___ game (board or computer)			
2. Prepare first draft (in format appropriate to method of presentation.			
3. Edit and revise first draft.			
4. Use quotations, as appropriate.			

Continued ...

Recording, Reporting, Demonstration Skills, continued ...	Introduce	Reinforce	Extend
5. Use footnotes appropriately.			
6. Revise to produce final draft.			
7. Edit material in final presentation format.			
8. Produce related materials appropriate to method of presentation.			
9. Prepare bibliography of resources used: 9.1 Preliminary form: author/title			
9.2 Basic form: Call number/author/title/copyright date			
9.3 Standard citation format (for all media formats including mixed media)			
9.4 Annotations			
10. Use effective presentation techniques, as appropriate to selected mode of presentation.			
11. Show evidence of originality in 11.1 Conclusions drawn			
11.2 Presentation of information			
12. Apply new concept(s) learned to other situations and/or recognize areas for future study.			
13. Participate in evaluation of process and product: 13.1 Evaluate own performance/product			
13.2 Evaluate work of others, using constructive criticism, as appropriate			
13.3 Evaluate group interaction 13.3.1 Task functions			
13.3.2 Maintenance functions			

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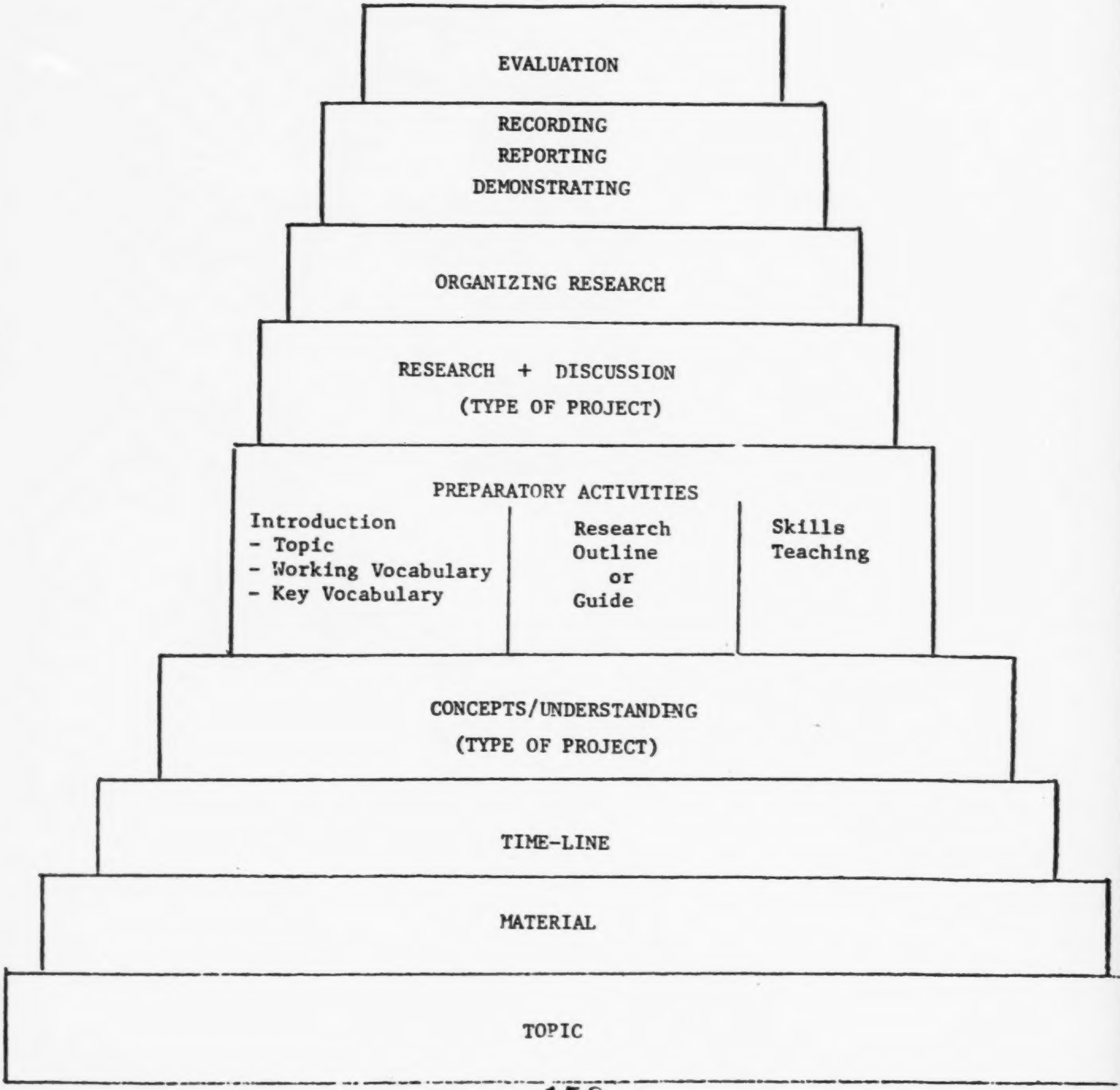
BUILDING BLOCKS FOR DEVELOPING AN INDEPENDENT LEARNING SKILLS UNIT



EVALUATION

RECORDING
REPORTING
DEMONSTRATING

ORGANIZING RESEARCH

RESEARCH + DISCUSSION
(TYPE OF PROJECT)

PREPARATORY ACTIVITIES

Introduction - Topic - Working Vocabulary - Key Vocabulary	Research Outline or Guide	Skills Teaching

CONCEPTS/UNDERSTANDING
(TYPE OF PROJECT)

TIME-LINE

MATERIAL

TOPIC

UNIT PLANNING FORM

GRADE/ROOM ____________________ SUBJECT ____________________

FUNCTIONAL LEVEL OF STUDENTS (listening, viewing, reading ____________

A. TOPIC ____________________

B. MATERIALS ____________________

C. CONCEPTS TO BE DEVELOPED ____________________

TIME ALLOTED: ____________________

D. KEY WORDS ____________________

E. WORKING VOCABULARY ____________________

F. TYPE OF PROJECT ____________________

G. INDEPENDENT LEARNING SKILLS

	Locational	Analytical	Comprehension	Recording & Reporting
(a) New				
(b) Review				
(c) Re-enforce				

H. RESEARCH OUTLINE OR STUDY GUIDE

I. ORGANIZATION OF UNIT

(a) Motivating Activities

(b) Skills Teaching

(c) Research Groups

(d) Discussion

(i) Small Groups

(ii) Large Group

J. EVALUATION

(a) By Students ____

(b) By Librarian ____

(c) Teacher ____

INDEPENDENT LEARNING SKILLS: TEACHING STRATEGIES

The Resource List or Pathfinder

THE TOPIC

1. A short overview of the topic (definition, description, might be offered, or a printed outline of the assignment.)
2. Developing a search strategy using the resources of the library.
   2.I The Card Catalogue

   Consider these subject headings.
3. The Periodical Index

   Use the subjects suggested above.
4. The Vertical File (Infofile)

   Use the broadest headings suggested (most libraries include those headings in the card catalogue)
5. Audio visual resources

   Several items have been procured from the ______________ and are now kept at the Loan Desk reserved for this class.
6. Encyclopedias and other general reference books may be listed.
7. Special items

   A selection of materials collected from various sources are located at the Loan Desk.
8. Special events
   - notice of speakers
   - film showings
   - other bibliographies and sources
9. Advance notice has been given to Miss X at the Public Library. Do ask for her.
10. Do not hesitate to contact the librarian for additional assistance.

PHASES IN COOPERATIVE TEACHING

5 We plan.
We implement.

4 We plan.
One implements.

3 One plans.
One implements.

2 I provide incidental curriculum support.

1 I promote library resources.

PHASES IN COOPERATIVE TEACHING: A SOCIAL STUDIES UNIT

PLANNING

PHASE 3: Planned program by librarian or teacher - nil or little consultation - independent implementation	PHASE 4: Planned program by librarian and teacher in consultation, but with independent implementation	PHASE 5: Planned program by librarian and teacher in consultation, with joint implementation
If planned and implemented by the librarian this phase has the following characteristics:	If implemented independently by the librarian this phase has the following characteristics:	This phase has the following characteristics:
1. The librarian has the opportunity to promote a "pet" project. (Without a link to the classroom program there may be a problem making the project meaningful to the students.)	1. Cooperative planning solves the problem of making the project meaningful as it is more likely to be part of the regular classroom Social Studies program.	1. Cooperative planning and implementation consolidates ownership for the project by both the teacher and librarian.
2. The librarian can develop a plan compatable with own style of teaching. Doesn't have to consider teachers' style.	2. Differences between the teacher's and librarian's educational philosophy and teaching styles, etc. must be resolved in order to plan together. However, two heads are better than one.	2. The advantage of "two heads" with different ideas and skills will extend throughout the project.
3. The librarian will be aware of available library resources and may have some awareness of students' background/ability, depending upon how often he/she has worked with them before. However, without teacher input, the librarian may misjudge the ability level of students.	3. Cooperative planning solves the problem of identifying students' skill levels.	3. The teacher and librarian will discuss students' previous experiences and current skill levels.
4. The teacher may not be prepared to allow enough time for implementation if the librarian plans without consultation re time-line.	4. The time frame for the project will be agreed upon by both the teacher and librarian.	4. The teacher and librarian will decide on the time-line. There is more possibility of flexibility in time-line to adapt to students needs as the project progresses.
5. The librarian identifies the specific objectives for the project and may not emphasize skills which the teacher thinks are important.	5. The teacher and librarian will cooperatively determine unit objectives including independent learning skills to be developed.	5. Unit objectives, including independent learning skills, will be decided in discussion.
6. The librarian examines resources and selects those to be used in the project.	6. The teacher and librarian will decide on types of material to be used. The librarian will likely make the final selection.	6. Cooperative planning and implementation will likely result in the selection of material more compatible with students' abilities and needs.
7. The librarian can make his/her own decisions re implementation and evaluation.	7. The teacher will likely identify the content to be covered. The librarian will likely make the decision as to the specific implementation activities. Expectations for the end product will likely be predetermined by the teacher and librarian.	7. The teacher will still likely identify the content to be covered. Specific implementation activities and division of responsibilities will be decided in discussion.
Summary Comment: Finding planning time is easier when you do it yourself.	Summary Comment: Arranging time for planning is more difficult. School administrators need to be aware of time needed for planning and how resources can be used to develop students' independent skills.	Summary Comment: Both the teacher and librarian could be frustrated by: - difficulty in scheduling planning time - unequal division of labour More grouping options are available as the project involves two teachers and all the students in the class. The project can serve as a model for the principal and other teachers.

IMPLEMENTATION

PHASE 3: Planned program by librarian or teacher - nil or little consultation - independent implementation	PHASE 4: Planned program by librarian and teacher in consultation, but with independent implementation	PHASE 5: Planned program by librarian and teacher in consultation, with joint implementation
1. Without integration with the classroom Social Studies program,it is difficult for the librarian to make the project seem relevant to the students. Likely to result in lackadaisical attitude toward activities.	1. The project is more likely to be integrated with the classroom Social Studies program.	1. Integration of the library and the classroom program is now possible. Students understand that the project is part of the regular Social Studies curriculum. There is also the possibility of "spill over" into another subject area.
2. The librarian has sole responsibility for group dynamics. Can be a potential problem if librarian is responsible for whole class in addition to other students using the library on an individual basis.	2. If the teacher has no part in the implementation, the librarian may be "dumped" on by the teacher.	2. The project can build on the strengths of both teachers - classroom teacher and librarian.
3. The librarian has to "bring in" or "borrow" a class or group of students.	3. The teacher may be an "observer" during the implementation of the project.	3. The expectations of both the teacher and librarian can be met.
4. There is no continuity for the project if it is not carried on in the classroom as well as the library. Library periods are likely to be based on the 6-day cycle.	4. Because of teacher involvement in the planning, sufficient time is more likely to be scheduled.	4. It is easier to meet the needs of all children as more grouping options are available.
5. The librarian might use a subject assignment, but would focus on a research approach and developing students' independent learning skills.	5. The students would be aware of the teacher's expectations. The librarian is responsible for helping students achieve unit objectives.	5. Both the teacher and the librarian will help students achieve unit objectives.
6. Because the librarian is working alone, more flexibility is possible re changes in project activities as need arises. However, there may be time constraints as the time-line is likely not flexible.	6. There is less flexibility in making last minute changes as the librarian would need to check with the teacher regarding changes in the joint plan.	6. Any changes in the project require consultation and flexibility.
	7. The teacher will tend to be more interested in the librarian's reports on how the unit went and suggestions re improvements for another time .	7. The teacher and librarian will be in constant consultation throughout the project.

Summary Comment: It is difficult for the librarian to work on programs cooperatively with several teachers at the same time. It can be too time consuming and far too much work. Advantages of cooperative teaching are improved student attitude and learning and a file of "tried and tested" unit plans for future reference.

EVALUATION

PHASE 3: Planned program by librarian or teacher - nil or little consultation - independent implementation	PHASE 4: Planned program by librarian and teacher in consultation, but with independent implementation	PHASE 5: Planned program by librarian and teacher in consultation, with joint implementation
1. The librarian evaluates the Social Studies project in isolation from a "wider view".	1. The project may be evaluated by either the teacher or librarian or by both.	1. Collective evaluation may involve teacher, librarian and students.
2. Because the librarian may not be as aware as the teacher of students' abilities, he/she may not recognize if students are working up to capacity.	2. Students' abilities will be discussed in the planning stage.	2. The teacher and librarian may evaluate different aspects of the unit.
3. The librarian's evaluation may be different from the teacher's expectations and assessment of the project.	3. Both expectations and evaluation methods can be preplanned.	3. There will be a sense of professionals working together to achieve common goals.
4. The students may not accept the librarian's evaluation or take it seriously.	4. The students still may not accept the librarian's evaluation.	4. The librarian's "teaming" in evaluation will be more acceptable to students.
5. Evaluation is more likely to focus on only the students' product, rather than including the project processes.	5. The teacher and librarian are more likely to discuss: - positive aspects of the unit - suggestions for improving the unit	5. The librarian and teacher can be more objective in evaluation of the implementation processes used in the project.
	6. Follow-up discussion can address question: "How can we build on what has been done?"	

CASE STUDY: CHANGE STRATEGIES FOR MOVING TO THE NEXT PHASE IN COOPERATIVE TEACHING WITH TEACHERS

SITUATION: The planning process is frequently abbreviated by the two teachers. They work out their objectives in general terms and present their idea to the librarian. They usually come to negotiate time in the library at this stage. A question sheet, assignment or study guide has usually been prepared prior to this point.

PLANNING

1. When teacher comes to negotiate periods in the library schedule,ask open-ended questions to get the information you need on:
   - teachers objectives for what the students are to do and learn
   - types of resources students are to use
   - ILS students will need to use
   - how groups will be structured
   - how discussion leaders will be established etc.

   If the teacher does not have time to provide this information at this point, arrange a time when the two of you can meet for this sharing of information.
2. Be totally familiar with the revised Social Studies curriculum to be able to offer concrete suggestions.
3. Request that in order that adequate resources be available you be consulted before assignments are finalized.
4. Suggest that scheduling of adequate blocks of time would be facilitated if you were involved at the beginning of the planning stage.
5. If appropriate resources are found after the project is completed, take them to the teacher and suggest he/she might like to use them next year. Use inter-library loan to obtain resources for the teacher to preview for consideration for purchase.
6. Offer to make a "pathfinder" or "research" guide for the next unit topic.
7. After the project has been completed and the teacher is ready to start a new project, comment on difficulty you observed students having in previous project in using a pertinent ILS (e.g.: using periodical indexes). Offer to teach lesson before students start next project.
8. Comment on cooperative projects you are doing with other teachers
   - in staff room
   - in Social Studies Department meetings (Secondary)
   - in intermediate grade groups meetings (Elementary)
9. Interview staff members and prepare "teacher profiles" including aims, objectives, teaching strategies, etc. Use this information to help you identify "points of contact" with each teacher.

IMPLEMENTATION

1. Offer to prepare a "Pathfinder" or "Research" guide on the unit topic which identifies appropiate types of materials and search strategies including alternate subject headings.
2. Offer to teach a "new" independent learning skill that the students will need to use to complete the teacher's prepared assignment.
3. Offer to work with small groups in the library to reinforce independent learning skills as necessary.

EVALUATION

1. If final product is a presentation of oral reports, ask if you can attend.
2. Offer to display final products of the project in the library. This could lead to the development of an interest centre.
3. Provide feedback on students' performance in use of independent learning skills in order to demonstrate to the classroom teacher where more practice is necessary.
4. Offer to contribute an evaluation of individual student's use of independent learning skills.
5. Offer to assist in the development of a further unit to reinforce these ILS and provide additional evaluation after unit.

3.3

LITERARY AND CULTURAL APPRECIATION

3.3.1 SKILLS
  - 3.3.1.1 SCOPE AND SEQUENCE DRAFT
  - ✓ 3.3.1.2 ELEMENTS OF LITERATURE
  - ✓ 3.3.1.3 BASIC PATTERNS IN LITERATURE

3.3.2 PLANNING GUIDES
  - ✓ 3.3.2.1 BUILDING BLOCK MODEL
  - ✓ 3.3.2.2 LITERATURE APPRECIATION PLANNING GUIDE

3.3.3 TEACHING STRATEGIES
  - ✓ 3.3.3.1 USING PICTURE BOOKS WITH CHILDREN
  - ✓ 3.3.3.2 READING A STORY - A CHECKLIST
  - ✓ 3.3.3.3 STORY DISCUSSION GUIDE
  - ✓ 3.3.3.4 THINKING QUESTIONS
  - ✓ 3.3.3.5 TEN QUESTIONS TO ASK ABOUT A NOVEL
  - ✓ 3.3.3.6 PRODUCTION OF LANGUAGE

✓ 3.3.4 PHASES IN L. & C. A. PROGRAM DEVELOPMENT

LITERARY AND CULTURAL APPRECIATION PROGRAMS, VOL. 1: SCOPE AND SEQUENCE

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Robert Wilson, Hugh John Macdonald School

TABLE OF CONTENTS

LITERATURE APPRECIATION PROGRAMS: A PREAMBLE

- A Understands Types of Literature (yellow)
- B Knows About Authors and Illustrators (blue)
- C Understands Literary Elements
  - C.1 Theme (pink)
  - C.2 Plot (green)
  - C.3 Characterization (white)
  - C.4 Setting (yellow)
- D Understands Literary Style (blue)
- E Understands Artistic Style (pink)
- F Values Literature (green)
- G Production of Language Activities (yellow)

BIBLIOGRAPHY OF PROFESSIONAL REFERENCES

LITERARY AND CULTURAL APPRECIATION PROGRAMS - A PREAMBLE

INTRODUCTION

This Literary and Cultural Appreciation Scope and Sequence document has been prepared to help teachers and librarians, in cooperation, develop literature appreciation programs. It is essential to view the guide as descriptive, not prescriptive, as it presents a wide range of possible literary understandings and appreciations. Because literature appreciation skills are cumulative in nature, no attempt has been made to specify grade levels or suggest sequencing of learnings. For example, the same literary elements may be discussed at all levels from primary to senior high. However, both the materials used and the consideration of the interrelationships among elements will increase in complexity as one moves from level to level.

It is expected that users will select the specific objectives for a particular unit of study as appropriate to the age/grade and prior literary experience of the students. Ideally a program at any grade level would consist of a series of units, with each unit linking to the learnings of the previous unit while building additional literary understandings. A cooperatively developed school program could encourage consistency at each grade level as well as sequential development of appreciation skills from grade to grade.

RATIONALE

The study of literature has the potential to provide enjoyment, develop imagination, give vicarious experience, develop insight into human behavior and present the universality of experience.[1]

Exposure to literature from, or about, many societies can contribute to the development of tolerance through increased understanding. Specific appreciations can include:

- awareness of our Canadian cultural heritage
- understanding of the traditions and contributions of other cultures
- acceptance of individual differences
- appreciation of the dignity of all people

The English Language Arts curriculum authorized by Manitoba Education emphasizes the importance of exposure to a broad range of literature to help students:

- develop the higher level thinking skills used in comparative analysis
- understand that all literature follows a few general structural patterns
- incorporate language patterns and organizational techniques in their own speaking and writing

This experiential approach to an increased understanding of story structure and the artistry of authors and illustrators brings an added dimension of enjoyment to interactions with literature.

FOCUS AND LEARNINGS

The focus of a literature appreciation unit may be a theme or a genre or a plot pattern or the works of a particular author or illustrator. The selected focus will influence the choice of materials for the unit. However, regardless of the focus selected, learnings will include an understanding of how literary elements such as characterization, plot development and setting contribute to the author's purpose. Other aspects of communication between author and reader to be considered include the form of the work (genre), the vehicle used by the author (print, film, etc.), the intended audience (the reader or people in another time), the author's purpose, the style and the mood or treatment. If a theme is selected as the focus, the reader can be helped to see why and how details related to characterization, actions and setting and their arrangement contribute to the theme. The emphasis should be on finding commonalities in structures in the various works read. If a genre is selected as the focus, readers can be lead to discover characteristics or conventions of the genre and recurring themes within the genre. If a plot pattern is selected as the focus, the relationships between pattern and literary theme, between theme and character development and between character development and setting can be explored. If the focus is the works of a particular author or illustrator, readers can compare and contrast the works in terms of theme, mood and style. The focus and specific titles used for individual units would depend upon the previous literary experience and potential learning level of the students, the specific literary objectives of the unit and the availability of appropriate titles of literary quality.

DISCUSSSION

Every literature appreciation unit will involve students in listening and/or viewing activities. The initial response to literature either read, viewed or listened to should be oral discussion. This discussion should be stimulated by questions designed to help students" to search for meanings through inferential thinking involving comparative analysis, the discovery of logical relationships and a growing awareness of narrative structure and style".[2] The discussion in a unit will be cumulative as students bring concepts developed in previous sessions to each new one. Observation and appreciation of the pictures as well as the text will be part of the discussion of any work including visuals. The focus in discussion will be on discovering why the author or illustrator used particular literary patterns or techniques as well as on articulating the inherent meaning of the story. From this type of analysis students can "learn to examine their response to literature and begin to perceive what it is in the work which causes them to respond in that particular way."[3] The discussion generated by questioning is the heart of any literature appreciation unit as students reflect on ideas and integrate each literary experience into a unified whole. (A cautionary note: The analysis of a story must not become more important than the story itself. For young children Jon Stott suggests that you might take no more than five minutes of a half-hour period for analysis and you would plan to introduce only one literary concept with each title.)

INDEPENDENT READING

Depending upon the reading ability of the students and the availability of titles, a literature appreciation unit may include an independent reading component. A reading guide can be prepared with questions related to those used to stimulate discussion in class lessons. Independent reading should be followed by small group discussions focusing on relationships among books read by members of the group.

PRODUCTION OF LANGUAGE

Follow-up activities can be designed to extend students' understanding and enjoyment of a literary work. They should be evaluated on the basis of:

- practicality
- challenge to students
- relevance
- opportunity for individual expression and decision making.[4]

While follow-up activities may not be desirable or practical after each title used, the ultimate aim of a unit should be to motivate students' response to the literature through original production of language whether in oral, dramatic, written or artistic form.

INTEGRATION WITH OTHER SUBJECTS

Literature can be used to enrich the teaching in other subjects - social studies, science or mathematics, for example - to show that fiction is constructed from fact or to give students a more personal perspective than that found in non-fiction works. Such integrated use of literature should include the sequential development of specific literary appreciation objectives if it is to be considered part of a literature appreciation program.

EVALUATION

In evaluating the literature appreciation program it is important to remember that the purpose of the program is to increase student enjoyment of reading through development of literary awareness and appreciation. Specific techniques for evaluation of the literature appreciation program can include observation of students' behavior including:

- writing stories
- making drawings, audio visual productions or dramatic presentations based on a book
- writing letters to authors
- stating literary themes in one sentence
- comparing stories, characters, etc.
- mentioning characters or ideas from literature in a new setting
- requesting a book be read aloud again
- rereading books they have heard being read
- recommending books to one another
- reading valued literature independently[5]

The best evaluation of the influence of a literature program is students' reading habits. A literature program does more than teach children to read. It helps them become readers.

COOPERATIVE PLANNING AND TEACHING

Teachers and teacher librarians share the responsiblity for developing students' literary appreciation skills through planned literature study programs. With specialized training and knowledge in the field of children's and young people's literature, the teacher librarian is a valuable teaching partner with the classroom teacher and subject specialist in all stages of a literature appreciation program-planning, implementation and evaluation.

FOOTNOTES

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2. Moss, Joy F. "The Fable and Critical Thinking", Language Arts, January 1980.

3. Odland, Norine. "Planning a Literature Program for the Elementary School", Language Arts April 1979.

4. Glazer, Joan I. and Gurney Williams III, Introduction to Children's Literature, McGraw Hill, 1979, p. 556.

5. Ibid., p. 631-634.

A. Understands Types of Literature

1. Understands that all literature follows a few general patterns and sees the individual story in relation to others.

2. Realizes that literature may be presented in several formats:
   - book
   - magazine
   - filmstrip
   - pictures/posters/charts
   - flannelboard cut-outs
   - puppets
   - phonorecord or audio tape
   - 16mm film or video tape
   - radio
   - television
   - live dramatization

3. Distinguishes between:
   - realistic stories and fantasy
   - realistic stories (stories that could happen) and true stories (stories that actually happened)
   - fiction and non-fiction

4. Recognizes that stories cannot always be classified as either real or make-believe, but may have elements of both.

5. Understands that traditional literature was passed on by word of mouth.

6. Realizes that stories come from different cultures. Recognizes the similarities in folktales from various cultures.

7. Recognizes and classifies selections according to genre:

7.1 Traditional literature

7.1.1 Folktales
- Cumulative Tales
- Pourquoi Stories
- Beast Tales
- Noodlehead Stories
- Wonder Tales or Fairy Tales
- Realistic Tales

7.1.2 Fables

7.1.3 Legends

7.1.4 Myths

7.1.5 Epic

7.1.6 Tall Tales

Continued ....

7.2 Fiction (short story, novel)

- 7.2.1 Modern wonder tales or fairy tales
- 7.2.2 Fantasy
- 7.2.3 Science Fiction
- 7.2.4 Animal
- 7.2.5 Historical
- 7.2.6 Mystery
- 7.2.7 Adventure/Thriller
- 7.2.8 Horror/Occult
- 7.2.9 Romance
- 7.2.10 Realistic/Problem Fiction

7.3 Non-Fiction

- 7.3.1 Biography/Autobiography
- 7.3.2 Diary/Journal
- 7.3.3 Essay

7.4 Poetry

7.5 Drama

8. Understands the conventions of each genre and recognizes how the author has used them within the story:

8.1 Traditional Literature

8.1.1 Folktales

Definition:

All forms of narrative, written or oral, which have come to be handed down through the years. (Huck, p. 162)

Cumulative Tales

Increasing repetition of the details building up to a quick climax.

Pourquoi Stories

Answer a question, explain the existence of something or explain the characteristics of animals, plants or humans. (Norton, p. 198)

Beast Tales

Tales in which animals act and talk like human beings. (Huck, p. 164)

Noodlehead Stories

Humorous; nonsensical and absurd situations and characters; couldn't possibly happen.

Wonder Tales or Fairy Tales

Tales of magic and the supernatural. Traditionally involve romance and adventure.

Realistic Tales

The story may have had its origin in a real person or experience but it has become so embroidered through various tellings that it has become the folklore of its culture.

Literary Elements (distinctive and recurring)

Theme
- Love, kindness and truth prevail
- Hate, wickedness and evil are punished

Plot
- Simple, direct
- Inevitable conflict and resolution
- Repetition
- Ending usually brief and happy

Continued ....

Literary Elements (distinctive and recurring) - Continued ...

Characterization

- Characters quickly delineated
- Little character development
- Stereotyped characters (good, evil)

Setting

- Time and place established quickly. ("Once upon a time", "Long ago and far away")

Style and Conventions

The following motifs are frequently found in folktales:

- Transformations
- Enchantments, long sleeps
- Magic, magical powers, magical objects
- Magic numbers (3's, 7's, 12's)
- Trickery
- Character types (younger brother, wicked stepmother, abused child, clever trickster, supernatural beings - fairy godmother, evil witch, giant, elves and goblins, demons, monsters, dragons)

8.1.2 Fables

Definition

A brief didactic tale which dramatizes an abstract concept of good or bad, wise or foolish behavior to make it concrete enough to be understood and remembered.

Literary Elements (distinctive and recurring)

Theme

Embodies universal truth; teaches a moral lesson

Plot

Consists of one single significant act which teaches a moral lesson

Characterization

- Characters usually personified animals or inanimate objects (behave like human beings)
- Each character represents a different aspect of human nature, for example:
    lion - kingliness
    fox - cunning
    sheep - innocence

Style and Conventions

- Moral may be implied or stated
- Usually no more than 3 characters
- Characters are coldly impersonal (with no names other than "fox", "rabbit", etc.)
- Rhythmic language patterns

8.1.3 Legends

Definition

Stories about heroes and their mighty deeds before the time of recorded history. (Huck, p. 159)

Literary Elements

See Epics 8.1.5

Style and Conventions

See Epics 8.1.5

8.1.4 Myths

Definition

Are primitive man's attempt to explain the behavior of the earth, sky and humans. Show three stages of conceptual thought:

1) One god in human form who controlled nature
2) Many gods and goddesses representing moral attributes (wisdom, purity) and power.
3) Worshipping of gods in an organized way (priests, temples, rituals)

Creation Myths

Explain the beginning of things: how the world began, how people were made, how the sun got in the sky.

Nature Myths

Explain seasonal changes, animal characteristics, constellations, movement of sun and earth.

Hero Myths

The hero is given certain dangerous tasks, accomplishing the assignment of dying gloriously in the quest. The gods frequently intercede and help or hinder the hero. Differ from the epic in that they do not relate the entire life of the hero.

Literary Elements

Theme

Use of complex symbolism to imaginatively explain the phenomena of life, death and nature and the moral concepts of good and evil.

Plot

The stories focus on the actions of the gods or heroes.

Characterization

Gods and heroes personify natural forces, vices or virtues.

Setting

The environment and the way of life distinguish the myths of one country from those of another.

- Greek myths
    - Nature kind
    - Beautiful country with blue skies and sunshine

Setting - Continued ....

- Norse myths
  - Nature an enemy
  - Cold land of ice, snow, frost, rocks

Style and Conventions

Greek myths

- Narrative, descriptive
- Poetic, graceful language
- Long involved metaphors
- Gods young, know they are immortal

Norse myths

- Dramatic, swift moving events
- Little narrative or description
- Bare, tense, unpoetic language
- No metaphors
- Tragic undertone as gods know they will be overthrown

8.1.5 Epics

Definition

A long story or cycle of stories about a single hero. Grew out of myths, with gods interfering in earlier epics (the Iliad, the Odyssey), but with the focus completely on the actions of the human hero in later stories (Robin Hood).

Literary Elements

Theme

Provide models of greatness through the ages. Expresses the highest moral values of a society.

Plot

Dramatic plots full of daring and adventure.

Characterization

The hero embodies all the ideal characteristics of his culture and time. At the same time human weaknesses demonstrate his humanity.

Setting

The environment, including both the natural surroundings and the way of life, distinguishes the legends/epics of one country from those of another.

Style and Conventions

Best translations keep the dignity and rhythm of language of the originals which were usually written in poetic form.

8.1.6 Tall Tales

Definition

A humorous story with blatant exaggeration

Literary Elements

Theme

A mixture of the humour, bravado and pioneer spirit needed to tame a wilderness.

Plot

Lots of action, all of it impossible.

Characterization

Heroes are the embodiment of delusions of power - larger than life he-men who easily do the impossible.

Setting

Different areas of America produced different heroes. The area of origin influences the characterization and the plot development of the story.

Style and Conventions

- Often written in the dialect of the region where they originated.
- Inclusion of precise detail to make a show of reasonableness.

/

8.2 Fiction (Short story, novel)

8.2.1 Modern Wonder Tales or Fairy Tales

Definition

No oral tradition. Are stories by identifiable authors which follow the wonder tale or fairy tale pattern.

Literary Elements

Theme

Commentaries on life and society. Exposure of hypocrisy. Good and evil tend to be more clearly defined than in traditional fairy tales.

Plot

More inventive and imaginative than simple direct plots of traditional fairy tales.

Characterization

Characters are not stereotypes as in traditional fairy tales. They are distinctive individuals with believable motivation for their actions.

Settings

May be set in another time or world or may be a realistic story with only one magical element.

Style and Conventions

Examples of magic found in modern fairy tales include:
- personified animals and objects
- supernatural beings
- manipulation of time
- children with extra-ordinary abilities

Characteristics of traditioinal fairy tales seldom included are:
- magic numbers (3's, 7's, 12's)
- rhythmic patterns
- stylistic writing formats

Written with surface simplicity but subtle wit.

Many modern fairy tales use the settings and language of traditioinal fairy tales but give the conflict a modern twist such as a princess rescueing the prince.

8.2.2. Fantasy

Definition

Tales of imagination with magical and unusual characters and happenings written to enlighten, amaze and amuse the reader.

Literary Elements

Theme

The struggle and triumph of good over evil is the most pervasive primary theme.
Stories may have an inner or metaphorical meaning; they generally present universal truths and values.

Plot

Usually an action plot of a series of events (absurd predicaments, narrow escapes) building to a climax whose resolution restores the harmony/balance of things. The quest is a common plot pattern.

Characterization

Protagonists
- are well-developed and of universal appeal
- are tested and mature
- arouse the reader's interest and concern
- may be personified objects or animals (See 8.2.4 Animal Stories)
- may inherit or be given special powers

Secondary Characters
- are numerous and various e.g. little people, unicorns, dragons, etc.
- are usually sterotyped
- may be archtypes of evil, wisdom, goodness, etc.

Setting

Fantasies are set in past, present, future times and places; real or imaginary worlds which operate by magical and by natural laws.

Carefully detailed settings (including viable physical and social enviornments with language patterns, religious and social beliefs, unique geography, plants and animals) are a frequent and significant element of this genre.

Style and Conventions

- Provision of maps, glossaries and genealogies make imaginary worlds more real.
- Grounding story in this world by moving contemporary characters via a time slip device into imaginary world also creates belief in the fantastic.
- ESP, unseen doors, spells, potions, dreams, rabbit holes and special objects are common devices for moving from our reality to another place and time.
- The reluctant hero is a much used convention.
- Folklore motif e.g. three wishes are popular. (See 8.1.1. Folktales - Style and Conventions)
- Symbolism is often used.

Types of Fantasy

- Time Shift.....someone from this world ventures, falls or is abducted into another
  - a) magical world
  - b) historical world
  - c) future world
- Imaginary Worlds.....stories which take place entirely in magic worlds unconnected to our own.
- Traditional Tales Transformed.....tales based on myths, legends, epics, folktales, and other literary works.
- Magic in our World.....magical and fantastic events occur in our world.
- The Supernatural.....a subdivision of the preceding category (Magic in our World) in which the supernatural inspires fright and horror, e.g. ghost stories (For titles in this category see 8.2.8 Horror/Occult).
- Animal Fantasy.....thinking, talking, intelligent animals (For titles in this category see 8.2.4 Animal Stories).

8.2.3 Science Fiction

Definition

Narratives which focus on scientific possiblities and the potential changes these may bring about in society. (Huck, p 293). Literary qualities are often sacrificed for scientific plausibility.

Literary Elements

Theme

As a subject-matter-oriented literature science fiction usually addresses serious human problems and the question of man's ultimate destiny. It may help the reader view the world and his society in a new perspective. It may be hopeful or pessimistic about change.

Plot

Ranges from simple adventure stories with fast action (space operas) to complex, serious "problem" novels.

Characterization

Tends to be perfunctory rather than developed. Stereotyped characterization is common. Biased against women in number and type of character.

Setting

Most but not all science fiction takes place in the future.
Alien and unknown worlds are made credible to readers through

- detailed description and exposition
- characters' acceptance of unknown
- connecting the unknown to known facts and objects

Style and Conventions

May be divided into the following types:

Science fiction (hard, soft, new wave)
- realistic speculations of scientific, sociological, psychological, religious etc. possibilities

Space opera
- westerns in space suits involving galactic empires and space battles

continued ....

Style and Conventions continued

Science fantasy (See also 8.2.2. Fantasy)

- invention of new laws, nature, cosmology based on known principles versus pure fantasy which depends on magic

Short stories are a favorite form in this genre.

Common subjects/themes include:

spacecraft and star drives
biologies and environments
galactic empires
utopias and nightmares
lost and parallel worlds
technologies and artifacts
robots and androids
mutants and symbiotes
sex and taboos
inner space
exploration and colonies
warfare and weaponry
future and alternative histories
cataclysms and doom
time and the Nth dimension
cities and cultures
computers and cybernetics
telepathy, psionics and ESP
religion and myths

8.2.4 Animal Stories

Definition

Realistic or fantasy stories in which an animal is the hero or one of the main characters, and nonfiction narratives in which a person and an animal share significant experiences. Does not include fables, cartoon books, monster stories, pet care manuals, field guides, and fantasies with human and animal characters.

Literary Elements

Theme

Themes include:
- Survival
- Maturing of human character
- Responsibility of love

Plot

An action plot usually whose basic conflict or problem may be one or a combination of:
- animal vs animal
- animal vs nature
- animal vs man

Actual journey or quest is a common pattern of realistic and fantasy stories; psychological journey is a frequent pattern in nonfiction accounts and in fiction with animal and human protagonists.

Characterization

Three types of main characters
- animals that behave like animals
- animals that behave like animals, except that they can talk and think like humans
- animals that behave like humans

Setting

The setting is essential to the development of all story elements especially stories with a survival theme. Generalized settings (any home, any city, any farm) however are common in stories about domestic animals and people.

Style and Conventions

Realistic Animal Stories (see also 8.2.10 Realistic/Problem Fiction)

- protagonist may be a wild or domestic animal
- often a fictionalized, plotted account of actual experience or observation
- death of the animal protagonist and the acceptance of death as part of the natural cycle is common
- animal serves as catalyst or agent for socializing a hurt/isolated human
- plentiful, accurate details of animal behaviour and habitat
- treatment may be serious or humorous
- narrated in the third person
- sentimentalized and overly human animals are a weakness of the genre

Animal Fantasies (see also 8.2.2 Fantasy)

- protagonist and/or all the characters are personified
- treatment may be humorous, serious, satirical
- themes are often didactic

Nonfictional Animal Narratives (see also 8.3 Nonfiction)

- includes real experiences of naturalists, zookeepers, veterinarians, etc.
- journal/diary pattern and first person point-of-view replace action plot and third person narration
- purpose is to inform and to share pleasure of contact with animals
- themes include:
  - respect for animal life
  - interpendence of humans and animals
  - wonder and awe for rich diversity of animal kingdom
  - need to protect natural world against human exploitation

8.2.5 Historical Fiction

Definition

Stories of adventure about other times and other places and other people.

Literary Elements

Theme

Even across great time spans people share similar emotions as they try to work out problems and human dilemmas. i.e. search for identity, etc.

Plot

Fast moving plots with action and suspense are most common.

Characterization

- One major character followed from birth or early childhood through to age of majority
- Protagonist is caught up in real happenings, events
- Character probably involved with real historical figures
- Characters true to time and place
- Protagonist acts as mediator between reader and the history the reader does not know.

Setting

- The past
- Accurate portrayal of the time, place, people, events, totems and taboos, food, clothing, customs, transportation, literature, music, houses, smells, games, vocations and religions.

Style and Conventions

- Melodramas and adventures in fancy dress and even fancier language are a weakness.
- Language used in story may or may not simulate actual speech of story's setting.
- May overlap with other genres when stories feature a setting in the past, e.g.
  - adventure/thriller (See 8.2.7)
  - realistic/problem fiction
  - historical or period romance (See 8.2.9)
  - animal stories (See 8.2.4)
  - fantasy - time slips into historically authentic periods - (See 8.2.2)
  - mystery (See 8.2.6)

8.2.6 Mystery

Definition

Stories of suspense about crime written to divert and entertain the reader.

Literary Elements

Theme

Logic, reason and persistence can solve even complex and puzzling cases.

Plot

Exciting and complex interweaving of suspicions, motives, clues arranged as a puzzle with the following elements:

- introduction of characters including detective or private eye
- crime
- investigation of suspects
- solution and explanation of case
- denouement

Characterization

The protagonist is usually the detective rather than the perpetrator. Depth and kind of development range from caricature to full study and from heroic to the realistic depending on the type of mystery.

Other characters tend to be simple types.

Setting

Is incidental to the plot but is frequently linked to the kind of crime/puzzle being investigated.

Style and Conventions

The story is a contest between the reader and the detective to nab the culprit or find the solution.

Types of mysteries include:

- Classic Detective Story - Male and female crime solvers with private income; works alone; is motivated by love of chase or puzzle; is highly intelligent; has an ingenius opponent; gets involved after a crime. Treatment is adulatory.

8.2.6 Mystery

- Private Detective Story - Male gumshoe usually self employed: works alone; is motivated by potential income; is determined; has violent and ruthless opponents: is frequently victimized by crime; is sexually involved with a 'dumb blond'.

- Police Procedural - Male and some female protagonists employed as police officers; work in a group, motivated by group loyalty, pay cheques, career aspirations, etc.; is an ordinary person; is involved in more than one case. Treatment of crime, procedure, solution and detective is realistic.

Related sub-genres include:
- spy story (See 8.2.7)
- gothic romance (See 8.2.9)
- suspense stories (See also 8.2.7)

8.2.7 Adventure/Thriller

Definition

An action narrative which pits a human protagonist fixed on reaching a goal (person, place or thing) against natural, human and/or superhuman adversaries.

Literary Elements

Theme

Human daring, will power and ingenuity are equal to all challenges.

Plot

- Is the most important literary element. Describes the struggle which culminates in the hero/heroine achieving his/her objective.
- Three basic conflicts
  - person against person
  - person against self
  - person against nature
- Coincidence is a very popular plot device
- Common plot types include
  - the search
  - the survival
  - the escape

Characterization

- Characterization is important literary element as protagonist's emotions must be ones reader can understand. Descriptive writing would delay the action so characters revealed mainly in terms of the plot.
- Qualities required by the protagonist include: courage, physical and psychological strength, endurance, intelligence, resourcefulness, integrity, idealism.
- The antagonist (person(s), natural elements, isolation) is more powerful than the protagonist.

Setting

Enhances story but does not get in the way of the plot except in stories with nature as the antagonist.

8.2.7 Adventure/Thriller

Style and Conventions

- Physical action and larger-than-life characters are typical
- Believability created through inclusion of lots of realistic details (setting; skills; knowledge)
- Danger, both physical and psychological, is present in all types of adventure
- Popular types include:
  - Traditional Adventure e.g. westerns, sea stories, war stories
  - Modern Adventure e.g. action adventure, disaster epics, crime capers, techno thriller
  - Outdoor Survival See also 8.2.4 Animal Stories
  - Spy and International Intrigue See also 8.2.6 Mystery
  - Historical Adventure See also 8.2.5 Historical Fiction
  - Nonfiction Narratives See also 8.3.1 Biography/ Autobiography, 8.3.2 Diary/Journal 8.3.3 Essay
  - Space Adventure See 8.2.3 Science Fiction
  - Sword and Sorcery See 8.2.2 Fantasy

8.2.8 Horror/Occult

Definition

A subgenre of Fantasy (8.2.2) which features elements of the supernatural and/or occult in stories written to capture the reader's imagination with terror and horror.

Literary Elements

Theme

No universal truths are presented. Implicit in these stories is the belief that the occult does not work according to human logic, and that goodness by itself is no protection against evil.

Plot

May be an action or a puzzle plot; or a combination. Psychological and physical tension are the prime requirement of the plot. They are maintained through atmosphere, pacing and plenty of blood and gore, so that the unimaginable becomes real. The past's intrusion on the present is a common pattern. The balance is always restored.

Characterization

The hero/heroine is:
- good and frequently innocent
- is oblivious to evil at first but becomes increasingly aware of climate of fear
- decides to fight back, often with help from others, but at considerable personal sacrifice.

Secondary characters are stereotyped. Revenge is a much used motive. Characters may be living and/or dead.

Setting

Carefully detailed to create eerie, ominous mood. Often a haunted house or a place where some strange event happened years before. Darkness is an important aspect of setting.

Style and Conventions

The following are frequently found in horror stories

- witches and warlocks
- vampires
- ghosts
- monsters
- werewolves
- zombies
- spirits
- black magic
- evil children
- rituals/ceremonies
- possession/exorcism
- transformations
- family curses
- pacts with the devil
- madness
- paranormal powers, e.g. ESP, psi
- reincarnation

8.2.9 Romance

Definition

A narrative about a love relationship.

Literary Elements

Theme

True love triumphs over all impediments.

Plot

The plot charts the emotional closeness and distancing of lovers

e.g.

- first meeting (loneliness, yearning, sexual attraction)
- love develops and is declared
- love is tested (separation, infidelity, jealousy, etc.)
- love triumphs (kiss, proposal, sex)

Characterization

- Protagonist usually young lone female with ordinary personality
- Love object (male) is physically attractive and inspires trust
- Secondary characters function as foils. The reader is the protagonist' confidante

Setting

Frequently exotic in place and time to create romantic mood.

Style and Conventions

- Descriptive writing is significant in this genre.
- Frequent overlap with other genres, e.g.
  - realistic love story (subject) (See 8.2.10)
  - horror/occult (subject) (See 8.2.8)
  - romantic historical fiction (treatment) (See 8.2.5)
  - romantic mystery/thriller (treatment) (See 8.2.6 & 8.2.7)
- Most told from girl's point of view
- Usually happy endings
- Some common types include:
  - historical & period romance
  - first love/first date
  - gothic romance
  - romantic suspense
  - family saga (See 8.2.10)

8.2.10 Realistic/Problem Fiction

Definition

A story which deals with the experiences and problems of young people in today's world.

Literary Elements

Theme

- Questions and/or affirms commonly held cultural values, e.g. one should face up to bullies; the individual is important
- Attempts to give the reader insights into self, other individuals and/or society by focusing on the following areas of contemporary life
  - body and self
  - family relationships
  - peer relationships
  - social problems and concerns.

Plot

Chronological development of psychological and social conflicts culminating in a crisis which may or may not be resolved happily.

Linear and circular plot patterns are both common. Episodic development and stream-of-consciousness are evident.

Characterization

Believable protagonist with a balance of strengths and weaknesses.

Sterotyped adults are endemic.

Setting

- Contemporary; limited time span
- Often generalized but described in sufficient detail to be recognized by reader
- Schools, suburbia, camps, large cities, the wilderness, are popular sets.

Style and Conventions

- First person narration is frequent
- Language is often colloquial
- Dialogue is preferred means of advancing the action and revealing character
- Tones of narratives range from harrowing to zany
- Frequent subjects are:
  growing up; friends and enemies; drug abuse; illness; handicaps; achievements; love and sex; the aged; abuse; whole, split, and grafted families; runaways; death; sex roles; prejudice; poverty; career choice; crime and violence; etc.

8.3 Non-Fiction

8.3.1 Biography/Autobiography

Definition

Stories about real people and what they have done, interpreted by the author (biography) or themselves (autobiography), to show the individual's uniqueness as well as his or her humanity.

Literary Elements

Theme

A central theme or point-of-view based on the uniqueness of the person's life, that has been developed from the author's research/memory.

Plot

Follows linear pattern from birth to present, or death.

Characterization

- A real personality (living or deceased) whose actions, experiences and emotions are intimately related to involve the reader.
- An in-depth development of the character to show how strengths and weaknesses shaped his or her life. Things did not just happen to the person.
- Development of character through thoughts of contempories about him/her (or own thoughts).

Setting

- Accurate facts for time and place.
- Authentic account of a particular social or political era.

Style and Conventions

- Use of language that is appropriate to the historical period and the literary style of the book.
- New or original sources of information.
- Documentation of sources.
- Suggested further reading.

8.3.2 Diary/Journal

8.3.3 Essay

8.4 Poetry

8.5 Drama

B. Knows About Authors and Illustrators

1. Understands the meaning of
    - author
    - illustrator
2. Realizes that the author and illustrator may be the same person
3. Realizes that authors and illustrators are real people
4. Realizes that one author may have written several books:
    - about one character
    - in one series
    - about different characters and/or on different themes
5. Knows the names of several well-known authors and illustrators and is familiar with their work
6. Understands the purpose of literary awards
    - for authors
    - for illustrators
7. Knows the names of some of the illustrators who have won awards and is familiar with their works
8. Knows the names of some of the authors who have won awards and is familiar with their works
9. Recognizes the use of biographical dictionaries about authors, for example:

    Books are by People

    Junior Book of Authors

    Profiles

    Connections: Writers and the Land

    Something about the author (SATA)

10. Knows the names of some well-known authors and/or illustrators who have titles belonging to particular genre (Part A #7 and 8) and is familiar with their work.

C. Understands Literary Elements

Recognizes that the key to understanding a story is to see that it is created out of component parts arranged in a pattern or structure which has significance. Recognizes that an author selects only those events (characters, actions and settings) which are of importance to the author's message or the theme of the story.

C.1 Theme

1. Understands the concept of theme or main idea
2. Recognizes and understands the literal meaning of the theme
3. Looks beyond the literal meaning of the theme to identify the underlying message or implied meaning of the theme. Defends the choice of implied meaning by identifying and interpreting reasons for arriving at it
4. Recognizes in literature with multiple or secondary themes:
   - primary theme
   - secondary themes
5. Understands and recognizes the author's reasons for the title and evaluates the suitability of the title in terms of the:
   - selection's literal and implied themes
   - primary and secondary themes
6. Recognizes details that contributed directly toward the development of the theme

7. Realizes books by different authors may have similar themes
8. Appraises the validity of the theme:
    - in terms of personal experience
    - in terms of its universal significance
9. Appraises the contribution of illustrations in developing the theme and its supporting ideas and details
10. Compares and identifies commonalities in theme among titles within a genre (See A-8)

C.2 Plot

1. Recognizes that the author creates a sequence of related events showing the characters in action and this sequence of events becomes the plot of the story

2. Determines which story details are essential to the story and which function in a supporting role

3. Recognizes the sequence of events in the rising action and the falling action and understands the effect of the events on each of the main characters. Can trace relationships between earlier and later actions

4. Recognizes and understands the various types of plots:
   - progressive
   - parallel
   - subplots
   - episodic (Each chapter deals with a small conflict)

5. Recognizes and understands the various patterns of narrative order and sees how patterns in a novel contribute to its total meaning:
   - Cumulative
   - Chronological order
   - Flashbacks or interlocking pattern
   - Linear pattern
     - physical journey
     - psychological journey
   - Circular journey
   - Problem centred pattern

6. Understands the idea of a symbolic journey

7. Understands the concept of suspense in a story and recognizes how the author creates a sense of suspense within the reader

8. Understands the concept of conflict (or problem) in a story and recognizes the basic problem or conflict

9. Understands and recognizes the four basic types of conflict:
    - central character can have inner problems (person against self)
    - character can be in conflict with other people (person against person)
    - character can be in conflict with values, institutions of society (person against society)
    - character can be in conflict with elements of nature or supernatural forces (person against nature)

10. Recognizes and understands the contributions of illustrations to developing the plot

C.4 Setting

1. Understands that setting may be essential to our understanding of the author's message or purpose
2. Understands and recognizes the setting of a story and the techniques used by the author to determine the setting
3. Understands and recognizes the difference between:
   - backdrop settings (unimportant)
   - integral settings (essential)
4. Understands there are three major types of settings: forests, caverns, gardens (resting places)
5. Understands and recognizes symbolic settings
6. Understands that the setting is interrelated with other elements in the story - character, plot, theme
7. Understands and recognizes the particular circumstances (social, economic, political, religious and psychological) of the setting. Appraises its accuracy and its significance to the theme, plot and characterization
8. Understands and recognizes relationships (similarities and differences) between earlier and later settings in the story
9. Appraises the contribution of the illustrations in developing the setting

D. Understands Literary Style

1. Recognizes, identifies and appreciates the use of patterns in language
   - repetitive
   - cumulative
   - interlocking
   - rhyme and rhythm
2. Recognizes the tone or mood of a literary work and identifies the literary devices used to create the tone or mood
3. Recognizes the following stylistic categories
   - figurative style
   - straightforward style
4. Understands and recognizes the various devices used by authors that create a certain style of writing:
   - descriptive language
   - connotative meanings
   - hyperbole
   - understatement
   - imagery
   - figurative language
     - personification
     - metaphorical usage
     - symbolism
     - parody
     - onomatopoeia
     - alliteration
     - assonance
     - allusion

Continued ....

4. Continued ....
   - word play/puns
   - idioms
   - irony
     - of character
     - of action
     - of dialogue
5. Recognizes and understands the different types of point-of-view:
   - first person (the character's own story)
   - objective (objective observation of event)
   - limited omniscient (story the character observed)
   - omniscient (all-seeing author-commenting on events, examining characters' minds)
6. Appraises the effectiveness of the author's use of point-of-view
7. Recognizes the literary style of particular authors, understands how the style expresses the individuality of the author and appraises the effectiveness of the style
8. Compares literary style of different authors, identifying how the styles of each are different and appraising the effectiveness of each

E. Understands Artistic Style

1. Recognizes, identifies and appreciates the use of patterns in illustrations.
2. Recognizes the overall mood of the illustrations in a literary work and appraises their contribution to the work.
3. Recognizes the following stylistic categories in relation to illustrations
    - figurative style
    - straightforward style
4. Recognizes the various media used by illustrators and appraises the appropriateness of the media to the particular work.
5. Understands that visual aspects (color, design, detail) contain implicit meaning.
6. Recognizes the artistic style (lines, proportion, color, space, media) of particular illustrators, understands how the style expresses the individuality of the illustrator and appraises the effectiveness of the artists' style.
7. Compares artistic style of different illustrators, identifying how the styles of each are different and appraising the effectiveness of each.
8. Recognizes and understands how the artistic style and literary style support one another in a particular work and appraises their effectiveness.

F. Values Literature

1. Differentiates between valued and not valued literature on the basis of theme, plot, characterization, use of setting and style.
2. Voluntarily chooses to listen to valued literature.
3. Voluntarily reads valued literature.

6. Production of Language Activities

1. Dramatizes a part of a story or poem using:
    - puppetry
    - mime
    - live action
    - filmed action
2. Recreates a story or poem in various art forms such as:
    - slides
    - tapes
    - film
    - illustrations (various media)
    - sculpting (various media)
    - models
    - dioramas
    - time lines/maps
    - flannelboard
    - mobiles
3. Creates original stories or poems using particular literary or artistic techniques as appropriate.
4. Evaluates original production in terms of the effectiveness of the use of literary and/or artistic techniques.

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ELEMENTS OF LITERATURE

Theme

Setting

Plot
  - Conflict
  - Suspense
  - Action

Character Development

Use of Language
  - Vocabulary
  - Figures of Speech

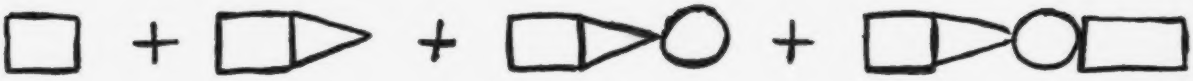
Point of View

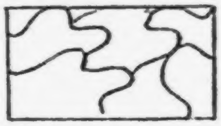
Mood

BASIC PATTERNS

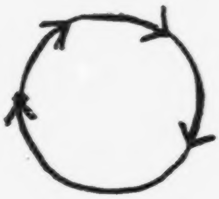
1. Repetitive □ + □ + □

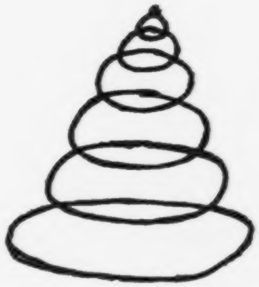
2. Cumulative



3. Interlocking 

4. Linear

5. Circular 

6. Problem - centered 

7. Rhyme - rhythm

3.3.2.1

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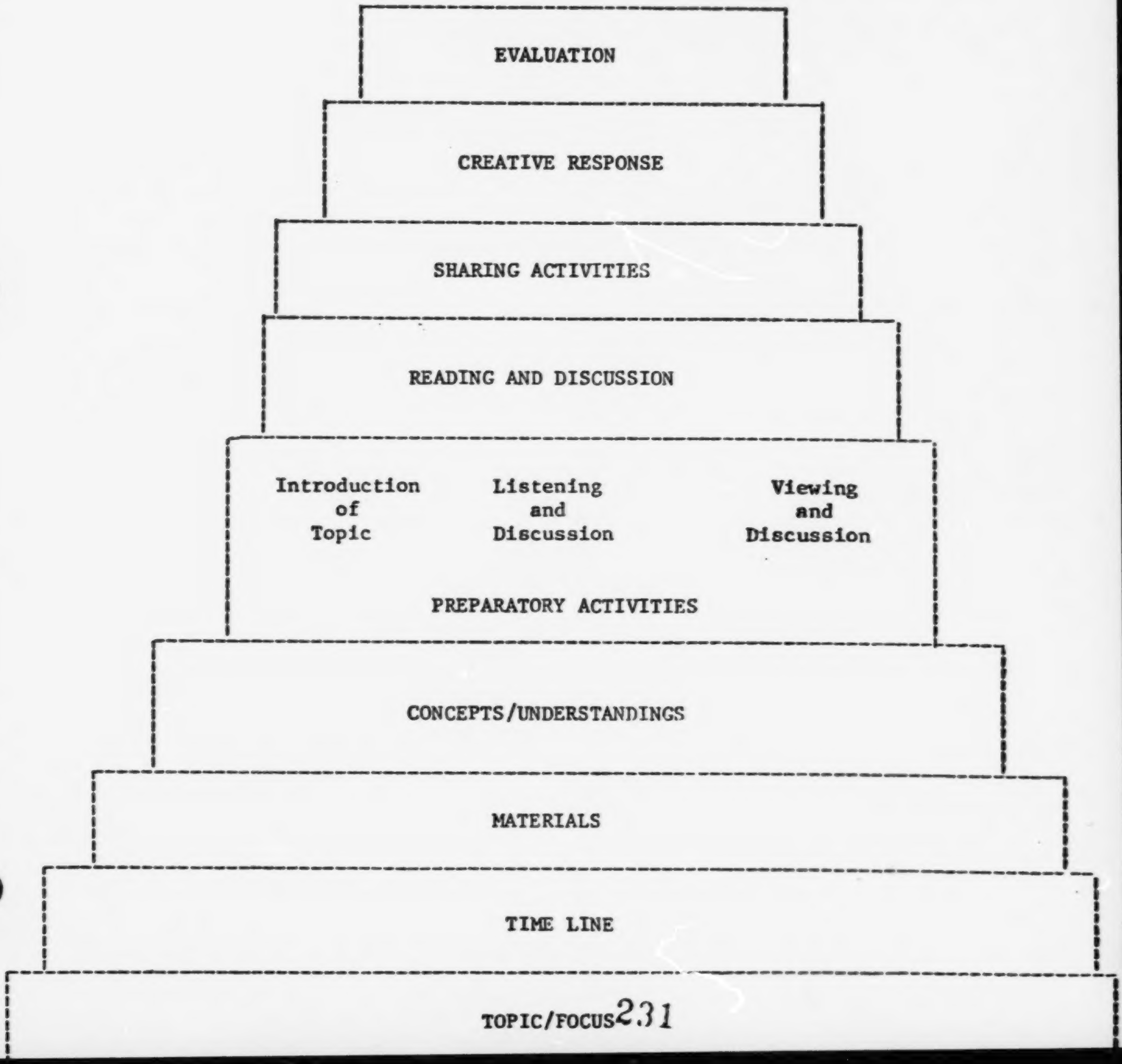
BUILDING BLOCKS FOR DEVELOPING A LITERATURE FOCUS UNIT

(A Basic Model)


EVALUATION
CREATIVE RESPONSE
SHARING ACTIVITIES
READING AND DISCUSSION
Introduction of Topic
Listening and Discussion
Viewing and Discussion
PREPARATORY ACTIVITIES
CONCEPTS/UNDERSTANDINGS
MATERIALS
TIME LINE
TOPIC/FOCUS

Literature Appreciation Planning Guide

1. Selection of Topic: Theme, Genre or Pattern

2. Clarify the objectives of the unit.

    2.1 Identify the significant characteristics of the literary elements.

    2.2 Write the specific objectives of the unit.
        2.2.1 In terms of basic concepts or understandings
        or
        2.2.2 In behavioral terms of audience, behavior and condition (and degree if you wish).

3. Describe the audience

    e.g. age, grade, ability, reading levels, interest levels, work habits, appreciation skills.

4. Establish the time line.

    4.1 In general terms
    Indicate the number of weeks, number of periods, length and frequency of periods.

    4.2 In specific terms
    Describe the organization of the unit in terms of specific activities and procedures including class time (indicating listening, viewing and discussion time), time allotted for independent activities, sharing and discussion, creative response and evaluation.

5. Identify the Materials.

    5.1 Teaching materials (all formats) used in preparatory activities, with citation, etc.

    5.2 Materials for independent use by students including books, films, etc.

    5.3 Materials used for evaluation activities.

    5.4 Props, e.g. puppets, realia.

6. Build the Unit.

    Outline the organization of the unit in terms of specific activities and procedures. Describe the role of the teacher(s) and librarian. Indicate class time, library time, listening time, viewing time, discussion time, time allotted for independent activities and for evaluation.

    6.1 Outline the Preparatory Activities for the unit detailing role of teacher(s) and of librarian(s).

    6.2 Elaborate the Independent Activities which allow for individual interests, needs and abilities.

6. Build the Unit.

    6.3 Describe the Sharing Activities, noting role of both teacher(s) and librarian.

    6.4 Outline opportunities for Creative Response on the part of the reader, listener or viewer.

    6.5 Describe the method of evaluation by and for students, teacher(s) and librarian(s).

USING PICTURE BOOKS WITH CHILDREN

I THEMES

- family stories
- familiar experiences
- new experiences
- concept books (colors, high/low, etc.)
- weather and seasons
- personified animals
- personified inanimate objects
- adventure
- humour, fun
- folktales
- fantasy

II CRITERIA FOR CHOOSING

1. Theme - about interests or concerns of child.
2. Illustrations - suit story
3. Plot - has action
4. Characters - are interesting
5. Format - print large enough to read easily.
   - text and illustrations placed appropriately
   - margins and spaces
6. Style - sounds natural, and not stilted, when read aloud. (beauty of language, rhythm, patterns).

III PREPARATION FOR READING

1. Identify teacher's purpose.
2. Choose book or books.
3. Read the story until it becomes thoroughly familiar to you.
   a. Practice reading it aloud
   b. Become involved in the characters
   c. Be able to concentrate on your audience, not the text.
   c. Work on smooth phrasing, emphasis and expression.

IV GETTING THE KIDS' INTEREST

1. Wait until children are sitting quietly before starting.
2. Finger plays, nursery rhymes or familiar songs may be used to help settle them down.
3. Examine the book's cover illustration and title with children and have them make predictions about the story.

V KEEPING THE GROUP'S ATTENTION

1. Hold the book so all can see the pictures.
2. Read with expression.
3. Look at your audience.
4. Encourage participation in refrains, repeated patterns, etc.
5. Save questions and discussion of illustrations, etc. until after the story.

VI BUILDING UNDERSTANDING

Ask questions that will:
1. Lead the children to an understanding of the book's main idea or theme.
2. Help the children relate the story to their own lives.

VII FOLLOW-UP ACTIVITIES

Possible activities include:
1. Retell story using the pictures.
2. Make illustrations to show what happened in the story - first, second, third.
3. Write the story in their own words.
4. Write an original story using a similar pattern.

VIII TWO GOOD BOOKS ABOUT CHILDREN'S LITERATURE

1. Sutherland. Children and Books. (Older edition is by Arbuthnot.)
2. Huck. Children's Literature in the Elementary School.

READING A STORY - A CHECKLIST

Please rate the participant's reading of his/her selected story by circling a value on an 0-4 scale. "0" indicates a negative response while your "4" indicates the most positive response. Use the following guidelines:

0 - not useful, very poor
1 - less than satisfactory, fair
2 - adequate, satisfactory
3 - better than adequate, very good
4 - extremely good and useful

	4	3	2	1	0
1. Knew the story	4	3	2	1	0
2. Held book so everyone could see	4	3	2	1	0
3. Looked at listeners as a group and individuals	4	3	2	1	0
4. Read smoothly	4	3	2	1	0
5. Read clearly and slightly slower than usual	4	3	2	1	0
6. Read so all could hear but not too loudly	4	3	2	1	0
7. Changed pace or tempo skillfully; used pauses skillfully.	4	3	2	1	0
8. Read with expression and feeling	4	3	2	1	0
9. Other Comments	4	3	2	1	0

STORY DISCUSSION GUIDE

CHARACTER

1. Who was the story about? (main character(s))
2. How did (he, she, it, they) feel at the beginning of the story?
3. How did (he, she, it, they) feel at the end of the story?
4. What happened to make the change? (if there was a change)

PLOT

1. What was the problem at the beginning of the story?
2. How did it get solved?
3. How did the story make you feel?
4. What is another way it could have ended?
5. How would that ending make you feel?
6. Have you ever had the same kind of thing happen to you? How was it the same?

THEME

1. What was the story really about? (What was the author's message? Why did the author write the book?)

SETTING

1. Did the story happen a long time ago or now? How do you know?
2. Did the story happen in the city or country? How do you know?
3. Could it have happened in (the opposite setting)? Why or why not?

TYPE OF STORY

1. Is the story real or make-believe? Why?

STYLE

1. Is there a pattern in the story? What?
2. Do the illustrations match the story well? Why or why not?

RICHARD PECK

"Thinking" Questions

When I have the chance to stride to the front of a classroom where I once made my living, I ask young readers and potential readers 10 questions about the books on their desks, 10 questions they seem not to have been asked before:

1. What would this story be like if the main character were of the opposite sex?
2. Why is this story set where it is? (Not what is the setting, but why?)
3. If you were to film this story, what actors and actresses would play the parts? Name them. What characters would you eliminate if you couldn't use them all?
4. Would you film this story in black and white or in color?
5. How is the main character different from you?
6. Why or why not would this story make a good t.v. series?
7. What's one thing in this story that's happened to you?
8. Re-read the first paragraph of Chapter I. What's in it that makes you read on?
9. If you had to design a new cover for this book, what would it look like? Does the cover now on the book tell the truth?
10. What does the title tell you about the book? Does it tell the truth?

TEN QUESTIONS TO ASK ABOUT A NOVEL

Richard Peck

Reproduced from Assembly on Literature for Adolescents Newsletter - NCTE, Vol. 5, No. 3

In a time when the written book report has gone the way of the diagrammed sentence, the class discussion of a book remains the usual way of eliciting reader response. Most discussion leaders could use some new questions, if only to discourage the "I liked it/didn't like it" reaction.

Herewith, ten questions to ask about a piece of fiction. Herewith, too, the ulterior motive in asking each question:

(1) What would this story be like if the main character were of the opposite sex? (Ulterior Motive): to approach the thinking of the author, who must decide what kind of protagonist or narrator will best embody or express the viewpoint. Could the protagonist of The Member of the Wedding be a boy instead of a girl? Could Jerry Renault in The Chocolate War be a female victim of a female gang? Certainly, though each book would seem different in many superficial ways. Such a question might even temporarily defuse the sexual polarization rampant in junior high.

(2) Why is this story set where it is (not what is the setting? (Ulterior Motive:) to point out the setting as an author's device to draw the reader into the action by means of recognizable trappings. The isolated setting of Lord of the Flies is a clear, if negative example. But why is a soap opera almost always placed in an upper middle class suburban setting? Why do so few YA Novels occur in historic or exotic locales?

(3) If you were to film this story, what characters would you eliminate if you couldn't use them all? (Ulterior Motive): to contrast the human richness of a novel with the necessary simplification of a TV show. Confronted with the need to eliminate some of the characters who add texture, some readers may rise up in defense of their favorites.

(4) Would you film this story in black and white or in color? (Ulterior Motive): to consider tone. The initial reaction in this florid age is to opt for color in everthing. But some young readers may remember the most chilling Dracula films are in black and white, perhaps in part because dark shadows are always darkest and black blood is more menacing than red.

(5) How is the main character different from you? (Ulterior Motive): to relent for once in our attempts to get the young readers to identify on their own limited terms. Protagonists regularly embody traits for the reader to aspire to. An YA books, they typically have powers, insights, and surmountable drawbacks that readers will often respond to without possessing.

(6) Why or why not would this story make a good T.V. series? (Ulterior Motive): to contrast the shaping of a book's sequential chapters in the larger shape of the plot to the episodes of a TV series that repeat narrowly but don't rise from formula to a central conclusion.

(7) What's one thing in this story that's happening to you?
(Ulterior Motive): to elicit an anecdotal response that draws the reader into the book. YA novels typically deal in the shock of recognition in their depicting of highly realistic school, social, and personal situation. Science fiction and fantasy use very human situations to balance their more fabulous elements and to make room for the earthbound reader.

(8) Reread the first paragraph of Chapter 1. What's in it that makes you read on?
(Ulterior Motive): to begin a book where the author must, in assessing the need for immediate involvement in an age not known for its patient attention span. An even more wistful motive: to suggest that young people include in their own writing immediately attractive devices for gaining the attention of the reader, if only the poor teacher.

(9) If you had to design a new cover for this book, what would it look like?
Ulterior Motive): to consider the often deceptive packaging of the book in this visual era, particularly the paperback cover, and to encourage a more skeptical eye among those who were being bombarded by packaging and commercial claims long before they could read.

(10) What does the title tell you about the book? Does it tell the truth?
(Ulterior Motive): to remind the reader that the title may well be the most important words the author writes and to encourage their defenses against titles that titillate and oversell.

The Joy of Plumbing

3.3.3.6

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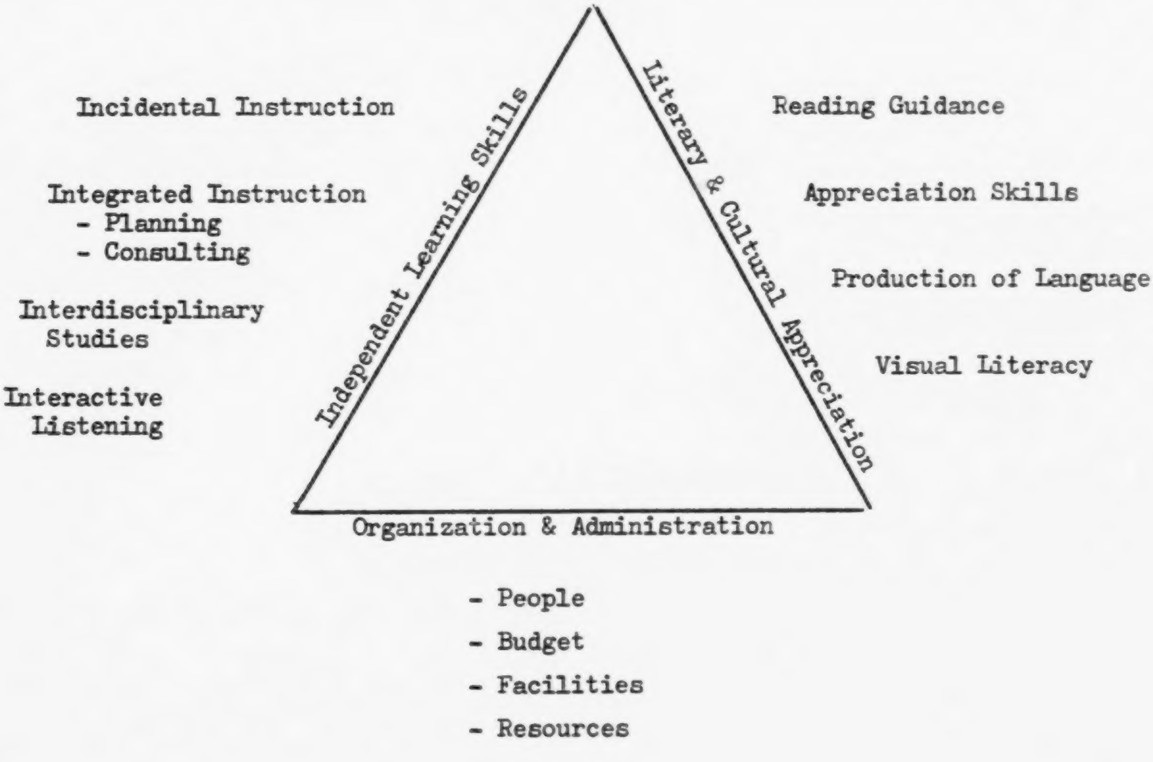
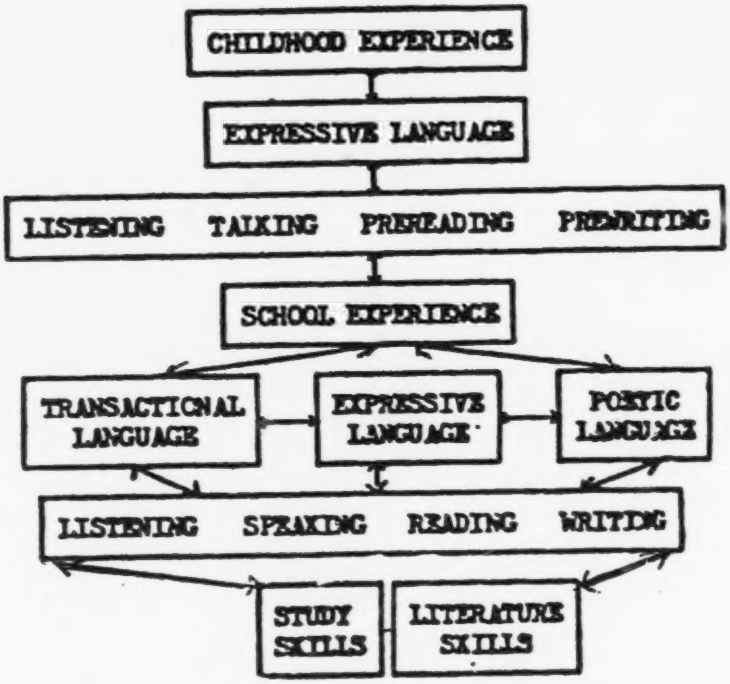
NOTES FROM
ROUTE I LIBRARIANS' STUDY SESSION
ON
PRODUCTION OF LANGUAGE

The model for library media services in the Division was reviewed with special emphasis on the literary and cultural appreciation program and its relationship to the other two program components, particularly independent learning skills.


Independent Learning Skills
Literary & Cultural Appreciation
Organization & Administration
Incidental Instruction
Integrated Instruction
- Planning
- Consulting
Interdisciplinary Studies
Interactive Listening
Reading Guidance
Appreciation Skills
Production of Language
Visual Literacy
- People
- Budget
- Facilities
- Resources

Production of language in a literary and cultural appreciation program was compared and contrasted to production of language in an independent learning skills program. The following chart graphically illustrates points made in the discussion regarding:

1. integrated development of all four communication skills - listening, speaking, writing and reading
2. various purposes or types of language production
3. the need for consciously developing both independent learning skills and literature appreciation skills.


CHILDHOOD EXPERIENCE
EXPRESSIVE LANGUAGE
LISTENING TALKING PREREADING PREWRITING
SCHOOL EXPERIENCE
TRANSACTIONAL LANGUAGE
EXPRESSIVE LANGUAGE
POETIC LANGUAGE
LISTENING SPEAKING READING WRITING
STUDY SKILLS
LITERATURE SKILLS

The sequential development of literary understandings and appreciation moving from reading guidance to appreciation skills to production of language was examined. In a reading guidance program information about literature is presented to students. In a literature appreciation program the students become actively involved in discussion of the artists' craft and intrinsic human values in literature listened to, viewed and read. These learnings are then applied by the students when they become active producers of language, speaking or writing or using visuals to communicate their thoughts about things to others.

In a literary and cultural appreciation program the students' production of language may be either a creative response or a structured response to literature. The group clarified this concept by identifying and classifying possible responses:

CREATIVE RESPONSE

1. Taping - original story, poem, song, etc.
   - dramatic presentation (story translated into script, original script)
2. Puppetry - story translated into script
   - original script
3. Creating story - innovating on a pattern
   - creating a new pattern
   - innovating on a model (E.g. - creating a Canadian legendary hero)
4. Creating poetry - innovating on a pattern
   - creating a new pattern

   Setting this poetry to music to create a song
5. Creative drama and music
6. Creative art including 3-dimensional objects (E.g. - Canadian book machine).

Various techniques were suggested for using students' creative production of language in functional ways: bookcraft, broadcasting over the P.A. system, presentations to classes or the whole school at Assembly, displays, etc.

STRUCTURED RESPONSE

1. Essay
2. Commentary
3. Book review
4. Book report
5. Speeches
6. Debates
7. Choral speaking
8. Echo reading
9. Dramatic production (using "published" script)
10. Individualized reading program

The group then analyzed the librarian's role in development of language production skills. The following functions were identified:

LIBRARIAN'S ROLE

1. Facilities organizer
2. Supplier of resources
3. Idea generator and motivator
4. Planner - with teacher
5. Teacher - with teacher
6. Provider of feedback
   - on process
   - on successes

Through small group discussion the participants explored specific teaching techniques that can be used to help students become active producers of language. Group I concentrated on techniques to use with regular students. Group II discussed gifted and talented students and Group III dealt with ESL students. A comparative analysis of the three charts shows a number of parallels in approach and process.

REGULAR STUDENTS

IDEA GENERATION

1. Using stimuli such as literature, film, art, people, animals, realia
2. Using events
   - Festivals (of art, etc.)
   - Library week
   - T.V. or radio programs
   - Films in town
   - Special days, holidays
   - Current events
3. Devising reasons for writing
   - thank-you letters
   - letters to the editor
   - reviews to playwrites or directors
   - requests for information and materials

GIFTED STUDENTS'

IDEA GENERATION

1. Providing appropriate models (film, television, drama, literature)
2. Using activities
   - daily diary
   - script writing for drama, video-tape or film
   - interviewing
   - creating bumper stickers

ESL STUDENTS

IDEA GENERATION

1. Using what children already know
   - providing concrete objects
   - providing pictorial representation
2. Role-playing of life/survival skills
3. Providing experiences that can be discussed later
4. Using AV materials
5. Providing high-interest, low-vocabulary reading material (appropriate to age level)

DEVELOPING VOCABULARY, CONCEPTS, SKILLS AND APPRECIATION

1. Using discussion
2. Using questioning techniques in everyday encounters as well as structured situations to encourage discussion:
   - phrasing open-ended questions
   - designing questions to develop higher-level thinking skills
3. Using brainstorming
   - to develop vocabulary
   - to generate ideas
4. Categorizing
5. Priorizing

1. Using discussion
2. Developing skills of criticism (of film, television, drama, literature, etc.)
   - criteria for analysis and evaluation
   - specific vocabulary
3. Using activities such as interviewing to develop students' ability to apply questioning and research techniques
   - planning open-ended questions
   - researching background of person
   - adapting approach in response to replies to questions
   - analyzing information gathered
   - verifying facts
4. Using brainstorming
5. Comparing, contrasting
6. Analyzing, identifying unique characteristics
7. Stating generalizations

1. Talking about what children already know
   - providing concrete representation
   - providing pictorial representation
   - using picture books (e.g. concept books)
2. Labelling objects
3. Role-playing
4. Providing for interaction with English-speaking children
5. Using group discussion
   - spontaneous
   - guided
6. Comparison of their culture with what they are learning about Canada

CREATIVE RESPONSE

1. Making experience charts
2. Taking dictation
3. Innovating on a pattern presented (as a group, individually)
4. Original production of language

CREATIVE RESPONSE

1. Innovating on models presented
2. Original productions

CREATIVE RESPONSE

1. Using picture writing
2. Making experience charts
3. Taking dictation
4. Copying dictation
   - then reading and illustrating

Notes recorded by
Jean Baptist

PHASES IN COOPERATIVE TEACHING

5 We plan.
We implement.

4 We plan.
One implements.

3 One plans.
One implements.

2 I provide incidental curriculum support.

1 I promote library resources.

PHASES IN COOPERATIVE TEACHING: A LITERATURE APPRECIATION UNIT

PHASE 3: Planned program by librarian or teacher - nil or little consultation - independent implementation	PHASE 4: Planned program by librarian and teacher in consultation, but with independent implementation	PHASE 5: Planned program by librarian and teacher in consultation, with joint implementation
If planned and implemented by the librarian this phase has the following characteristics:	If implemented independently by the librarian this phase has the following characteristics:	This phase has the following characteristics:
1. The topic or theme for the LCA unit may be identified by either the librarian or teacher. (It is more likely to be identified by the librarian.)	1. The topic or theme for the LCA unit may be identified by either the librarian or teacher. (It is more likely to be related to the English Language Arts curriculum/classroom program than in Phase 3.)	1. The teacher is more likely to initiate the LCA unit than in Phase 3 or 4. The teacher and librarian will mutually agree upon the specific unit topic. The teacher will consider the unit an integral part of the English Language Arts program.
2. The librarian needs to consult with the teacher regarding the group or class to be involved in the unit: - number of pupils - level of ability and the time-line. (The librarian must be aware of the maximum time that can be used for implementation and plan activities accordingly.)	2. The teacher provides information on: - number of pupils - level of ability	2. The teacher will provide information on - number of pupils - level of ability (Information regarding previous knowledge and skills may be more specific than in Phases 3 and 4.)
3. The librarian identifies specific unit objectives.	3. The librarian and teacher, in consultation, determine: - time-line - specific unit objectives (Joint planning requires reaching consensus regarding common goals.) - overall plan of the unit	3. The teacher and librarian, in consultation, determine: - time-line - specific unit objectives
4. The librarian selects the titles to be used in the unit - for teaching purposes - for independent use by students	4. The librarian will likely select the literature titles to be used in the unit.	4. The teacher and librarian will together decide what literature titles will be used in the unit and who will assemble them.

5. The librarian plans teaching strategies and learning activities to achieve the unit objectives.	5. The librarian will likely plan the specific teaching strategies and learning activities to achieve the unit objectives. (The detailed plan may be shared with the teacher and feedback invited.)	5. The teacher and librarian will together plan the specific teaching strategies and learning activities to achieve the unit objectives. This will include identifying "who does what when".
6. The librarian plans evaluation procedures to determine if unit objectives were achieved.	6. The librarian will likely plan the specific evaluation procedures to determine if unit objectives were achieved. (This plan may be shared with the teacher as in #5 above.)	6. The teacher and librarian will together plan the specific evaluation procedures to determine if unit objectives were achieved. (They may decide to meet periodically throughout the unit to discuss progress, evaluate and revise plans.)
Summary comment: Planning alone is faster, easier, less involving and less rewarding.	Summary comment: Joint planning is more time-consuming and more difficult to schedule as it requires synchronizing schedules. However, brainstorming by the teacher and the librarian produces more ideas than if either one were planning independently.	Summary comment: Teaming in implementation requires more in-depth and "accurate" planning. There is more likely to be a carry-over in the classroom from the LCA unit.

IMPLEMENTATION

PHASE 3: Planned program by librarian or teacher - nil or little consultation - independent implementation	PHASE 4: Planned program by librarian and teacher in consultation, but with independent implementation	PHASE 5: Planned program by librarian and teacher in consultation, with joint implementation
1. Implementation usually occurs in isolation from what is going on in the classroom.	1. There is likely to be more meshing of library and curriculum/classroom program.	1. The LCA unit is integrated with the classroom English Language Arts program. It may also link with other subject areas as well.
2. The librarian will do all the implementation processes: - introduce lessons - present literature to the students - guide discussion - initiate/supervise follow-up activities	2. The librarian will have responsibility for all the planned implementation processes, as listed in Phase 3. As a result of joint planning, the teacher is more likely to be aware of the processes. The librarian may communicate frequently with the teacher throughout the unit.	2. The teacher and the librarian share responsibility for all the planned implementation processes, as listed in Phase 3. They are aware of each other's progress through continuing communication.
3. Teaching/learning activities will likely take place in the library.	3. Planned teaching/learning activities will likely take place in the library. However the teacher might be doing some complementary activities in the classroom.	3. Teaching learning activities will likely take place in both the classroom and the library.
4. One grouping pattern tends to be used throughout the unit.	4. There may be somewhat more flexibility in: - grouping patterns	4. There will be flexibility in grouping patterns including large group, small group and individual activities.
5. Schedules are usually fairly rigid.	5. There may be more flexibility in scheduling.	5. There will be flexibility in scheduling to meet student needs.
6. Teachers may: - use the library period as a prep period - go to the staff room for coffee - act as part of the audience	6. If the librarian is working with the whole class, the teacher will be present as an observer.	6. The teacher and librarian will sometimes work together with the entire class, and sometimes separately with small groups or individuals.
Summary Comment: It is more difficult to motivate students who perceive a library program as being an "extra" when it doesn't link to, or initiate in, the classroom. "Crowd" control can be a problem if the teacher is not in attendance and the librarian is responsible for a whole class plus students from other classes who are using the library at the same time.	Summary Comment: Students perceive more connection and relevance of the library program to classroom work.	Summary Comment: Learning is constantly and positively reinforced in both the library and classroom. The library is seen to have a more central role in students' learning. Implementation activities benefit from the complementary techniques and skills of the teacher and librarian.

EVALUATION

PHASE 3: Planned program by librarian or teacher - nil or little consultation - independent implementation	PHASE 4: Planned program by librarian and teacher in consultation, but with independent implementation	PHASE 5: Planned program by librarian and teacher in consultation, with joint implementation
1. The librarian evaluates the LCA unit as a solo effort. Evaluation of the unit is not linked to classroom evaluation of students.	1. The librarian evaluates the LCA unit, as in Phase 3, but the results are shared and discussed with the classroom teacher.	1. Evaluation is joint effort involving: - teacher - librarian - students
2. The librarian evaluates - the unit, itself - the students' learning (formally and informally) The librarian may not share the results with the classroom teacher.	2. Students may be formally evaluated by teacher. The evaluation may/or may not count for marks.	2. Both the teacher and librarian evaluate - unit - students
3. The teacher will likely be making an unspoken critique of - the students' learning - the librarian There can be a problem if the librarian's and teacher's goals/objectives are not congruent.	3. The teacher's and librarian's goals/objectives are more likely the congruent as they planned the unit in consultation. However, as the teacher is not involved in the implementation of the unit, there may still be a lack of common goals.	3. Evaluation is done in relation to the teacher's and librarian's joint objectives.
		4. Teacher and librarian keep a record of the unit for future reference.
		5. Students usually receive a pay-off for efforts made. (The unit evaluation counts for marks.)
Summary Comment: The student's work may be good, but no one else knows about it. Attitude of isolation is promoted. Everyone is doing his/her own thing.		

PLANNING

STRATEGIES FOR MOVING FROM PHASE TO PHASE IN COOPERATIVE TEACHING OF LITERATURE APPRECIATION UNITS

FROM

PHASE 3: Planned program by librarian or teacher
- nil or little consultation
- independent implementation

TO

PHASE 4: Planned program by librarian and teacher in consultation, but with independent implementation

1. Be very visible in staffroom.
   Informally talk about the LCA program
   E.g.: Complement teacher in front of others on how well students did in literature appreciation unit or story hour program which you just finished teaching
2. Show interest in classroom activities.
3. Ask teacher if you can visit the classroom.
4. Discuss with teachers the fact that the library does not have a program of its own, but is there to support the classroom programs in the school.
5. Invite teacher into the library to assess resources, see new resources to supplement new language arts curriculum, etc. Use opportunity to discuss language arts unit teacher is working on now and next unit is going to work on. (At the elementary level - discuss current and upcoming themes in basal reader, if used by teacher)
6. Make sure you are familiar with the new English Language Arts Curriculum.
7. Offer to collate and distribute a monthly master list of topics being done in all subject areas in all classrooms.
8. Find out when teachers have prepartation periods. Try not to timetable any regular scheduled periods in the library at these times.
   - Make arrangements to meet with teacher in a preparation period to discuss language arts units in which teacher plans to use library resources, kinds of resources students are to use, appreciation skills which could be developed.
   - At the primary level, discuss possible themes for story hours, literary appreciations and understandings which could be developed.

9. Find out what teacher plans to do in language arts in the classroom. Suggest materials and activities. For example: Ask teachers to let you know in advance what unit/topic/theme they are going to be working on so that you can identify the materials the students will require and the appreciation skills they will need to use.
10. Prepare a written plan of the story hour program or literature appreciation unit you are going to teach. Share the plan with the teacher and ask for feedback/advice.
11. Provide a lesson or unit framework which the teacher can revise, alter, expand until joint agreement can be reached.

FROM

PHASE 4: Planned program by librarian and teacher in consultation, but with independent implementation

TO

PHASE 5: Planned program by librarian and teacher in consultation, with joint implementation

1. Share success (informally in staffroom) and formally (in grade groups, teams, departments).
2. Advertise your successes at Phase 4. Teacher must see you successful at Phase 4 before Phase 5 is likely to become a reality.
3. Use bulletin board displays of Phase 4 successes.
4. Demonstrate advantages of joint preplanning. (Successful experiences in Phase 4)
5. Attend Department Head or Team Leader meetings.
6. Attend Department or Team meetings as often as feasible.
7. Involve teacher in selecting titles for literature appreciation unit or story hour program by asking teacher to make final selection from pulled material.
8. Continue to make arrangements to meet with teachers in preparation periods to discuss their language arts program.
9. Build trust with teachers to overcome the "independence syndrome" of many who like to do things on their own.
10. Following discussion, drafting a plan, revising plan, conflict resolution, etc., a joint statement of rationale and objectives is reached.
11. Type up detailed lesson plan, share with the teacher and invite feedback.

FROM

PHASE 3: Planned program by librarian or teacher
- nil or little consultation
- independent implementation

TO

PHASE 4: Planned program by librarian and teacher in consultation, but with independent implementation

1. Allow students to finish some work in classroom, with teacher approval.
2. When working with a whole class ask the teacher to observe and give you feedback.
3. Invite teacher to be present for session in the library and address a small but pertinent section of the literature appreciation unit or story hour program.

FROM

PHASE 4: Planned program by librarian and teacher in consultation, but with independent implementation

TO

PHASE 5: Planned program by librarian and teacher in consultation, with joint implementation

1. Communicate on a regular and frequent basis with the teacher on the work done by the students throughout the implementation phase of the unit.
2. If feedback on what students are doing in the library is positive, the teacher might be "hooked".
3. Share what students have done with the classroom teacher (and other interested bodies).
4. Enlist teacher's assistance in completing follow-up activities in classroom.
5. When planning a literature appreciation unit or story hour program, suggest some possible complementary activities that the teacher might do in the classroom.
6. When working with a whole class (the teacher will be present in Phase 4), involve the teacher in part of the presentation in some way:
    - reading a selection
    - leading a discussion

    etc.
7. Suggest that librarian and teacher divide the responsibility for the student group. Then work out a breakdown of what each is going to do.
8. May need to change scheduling and timetabling to a more flexible system. (Other teachers may need to cooperate.)

EVALUATION

FROM

PHASE 3: Planned program by librarian or teacher
- nil or little consultation
- independent implementation

TO

PHASE 4: Planned program by librarian and teacher in consultation, but with independent implementation

1. Evaluation largely done by librarian, but subtly seeks clues/input from teacher.
2. Share evaluation with the classroom teacher and ask for comments, reactions, suggestions.
3. Ask the teacher to evaluate part of the product.

FROM

PHASE 4: Planned program by librarian and teacher in consultation, but with independent implementation

TO

PHASE 5: Planned program by librarian and teacher in consultation, with joint implementation

1. Share evaluation results with teacher.
2. Ask a teacher to do part of the evaluation.
3. Discuss and reach joint teacher/librarian decision on degree to which objectives have been achieved.
4. Joint responsibility for program usually results in joint evaluation. (We reap what we sow!)

3.4

VISUAL LITERACY

- 3.4.1 "READING" VISUALS
  - 3.4.1.1 SKILLS
  - 3.4.1.2 PLANNING GUIDES
  - 3.4.1.3 TEACHING STRATEGIES
    - ✓ 3.4.1.3.1 BEGINNER'S FILM GUIDE

- 3.4.2 "WRITING" WITH VISUALS
  - 3.4.2.1 SKILLS
  - 3.4.2.2 PLANNING GUIDES
  - 3.4.2.3 TEACHING STRATEGIES

BEGINNER'S FILM GUIDE

1. What is the subject of the film?

2. What type of film is this? (documentary, drama or abstract)

3. What is the film's message or theme?

4. How does the filmmaker use elements of the film to present ideas/feelings and involve the audience? Possible elements of film to consider are:
    - shot
    - camera movements
    - focus
    - speed
    - colour
    - lighting
    - editing
    - sound

5. Why do you think the filmmaker made this film?

6. Do you agree or disagree with the filmmaker's message? Why?

7. Have you ever felt the same way or had a somewhat similar experience?

8. If you were making a film on the same topic what could be another plausible theme?

3.5

INTERACTIVE LISTENING

✓ 3.5.1 SKILLS
3.5.2 PLANNING GUIDES
3.5.3 TEACHING STRATEGIES

LISTENING SKILLS

an excerpt

from

THE REPORT

OF THE

LANGUAGE ARTS RESEARCH GROUP

June, 1978

Winnipeg School Div.
No. 1

Area 1

BEST COPY AVAILABLE

Winnipeg School Division No. 1 Area 1. Language Arts Research Group.
Excerpts from the Report. June, 1978. pp. 26 - 37.

C. Listening

1. What is Listening?

In his article, "Listening: What do We Know After Fifty Years of Research and Theorizing?", Devine states that there is no definition for listening which is completely acceptable. He believes that listening is clearly much more than hearing. The best working definition he can find comes from Lundsteen (1971) where she says listening is "the process by which spoken language is converted into meaning in the mind". In regard to an operational definition there seems to be three major parts. The listener usually:

1) responds to and organizes spoken message calling on his background

2) gets meaning by using his skills of auditory perception and comprehension

3) thinks beyond listening by intellectualizing or reacting on complex thinking levels to the spoken symbols [2]

In her article Lundsteen creates a flow chart which shows the steps a listener may take.

2. Can It be Measured?

There have been difficulties in defining listening skills. Often, early tests were just converted from reading skills tests. For these reasons it has been difficult to establish tests that are valid and reliable.

The first step in measuring listening is to define the skills and goals involved in listening. The following list is Lundsteen's compilation from many well known authorities.

General Listening Skills or Goals

1) To remember significant details accurately
2) To remember simple sequences of words and ideas
3) To follow oral directions

4) To understand denotative meanings of words

5) To understand meanings or words from spoken context

6) To listen, to answer and to formulate simple questions

7) To paraphrase a spoken message

8) To understand connotative meanings of words

9) To identify main ideas and to summarize (the who, what, when, where, why)

10) To listen for implications of significant details

11) To listen for implications of main ideas

12) To understand interrelationships among ideas expressed or implied and the organizational pattern of spoken materials well enough to predict what will probably come next

13) To follow a sequence in: (a) plot development, (b) character development, (c) speaker's argument

14) To impose structure on a spoken presentation, sometimes including note-taking, by: (a) realizing the purpose of the speaker, (b) remaining aware of personal motives in listening, (c) connecting and relating what is said later in the presentation with earlier portions, (d) detecting transitional words or phrases which refer the listener back or carry him along, (e) detecting the skeleton of main and supporting points and other interrelationships

15) To connect the spoken material with previous experience

16) To listen, to apply and to plan action

17) To listen, to imagine and extend for enjoyment and emotional response (includes appreciation for aesthetic, artistic, dialectic richness, felicity of phrasing, rhythmic flow)

Critical Listening Skills

1) To distinguish fact from fancy, according to criteria

2) To judge validity and adequacy of main ideas, arguments, hypotheses

3) To distinguish well-supported statements from opinion and judgement and to evaluate them

4) To distinguish well-supported statements from irrelevent ones and to evaluate them: to sort relevant from irrelevant information

5) To inspect, compare, and contrast ideas and arrive at some conclusion in regard to them, e.g., the appropriateness and appeal of one descriptive word over another

6) To evaluate use of fallacies such as: (a) self-contradictions, (b) "skirting" the question at issue, (c) hasty or false generalization, (d) false analogy, (e) failure to present all choices, (f) appeal to ignorance

7) To recognize and judge effects of devices the speaker may use to influence the listener, such as: (a) music, (b) loaded words, (c) voice intonation, (d) play on emotional and controversial issues, (e) propaganda, sales pressure, i.e., to identify affective loading in communication and evaluate it

8) To detect and evaluate bias and prejudice of a speaker or point of view

9) To evaluate the qualifications of the speaker

10) To plan to evaluate ways in which the speaker's ideas might be applied in a new situation [4]

The preceding list of listening skills could be used by the classroom teacher to develop informal listening tests. In addition to teacher made tests, there are a variety of more formal prepared listening skills lists available to teachers.

Even though they are difficult to construct, Lundsteen feels that good listening tests are very important. She says:

> without testing the teacher does not know if the child is practicing the correct process, the incorrect process or blithely ignoring the whole undertaking. Equally important, the child cannot guide his own learning without feedback. Repeated exposure to material may give little sense of direction. Children need chances to make responses that show they have listened. Well designated questions help . [5]

One of the early researchers to prove that listening is measurable was Blewert (1951). Devine describes his study and shows high reliability coefficients for his tests. He then concluded that Blewert has demonstrated that listening however defined, seems to be measurable.

Both Devine and Lunsteen mention tests which may be used to assess abilities basic to listening. Two standardized tests that are rated useful by Lundsteen are the Illinois Test of Psycholinguistic Abilities (ITPA) and the Wepman Auditory Discrimination Test. The Step Listening Test and the Brown-Carlson Listening Comprehension Test are suggested by both researchers. Descriptions of these tests can be found in Listening, It's Impact on Reading and the Other Language Arts.[6] In addition to these published tests, Devine mentions and Lundsteen describes a number of informal devices for diagnosing listening problems.

3. Can It be Taught?

> Of the hundreds of studies done in listening since the 1940's, many ... have investigated the possibility and effectiveness of instruction. Despite problems with definition and measurement, the evidence supports rather strongly that listening can be taught.[7]

Hollow (1955) and Irwin (1952) conducted studies designed to deliver a systematic program of listening instruction. In both studies, pre and post tests concluded that listening ability improved with direct instruction.

Studies such as those of Hollow and Irwin have been replicated more recently by such researchers as the United States Office of Education with similar outcomes. In addition to the expected conclusions, the Office of Education found that:

a) training in listening does improve performance in younger students

b) by the eighth grade students learn to tune out extra material if motivation is there

c) boys seem to favour an auditory approach to language arts.[8]

In 1970, Mary J. Putnam completed a study which concluded that listening can indeed be taught. She says, in her book, Listening - Phonics Program for Disadvantaged Youngsters, that there are certain skills that are special to listening and that each of these skills can be taught with the purpose of developing a more effective, responsive listener.

According to Miss Putnam, these skills include:

developing a sensitivity to intensity, inflection, pause and gesture. [9]

Walter Barbe and Robert Myers in Teaching Listening in the Elementary School, expand the list of listening skills that can be taught to include the following: following directions, spotting absurdities, listening for main ideas, listening for information and critical thinking through listening. [10]

In conclusion, "a sufficient number of processes involved in listening can be positively influenced by teaching as to result in improvement in listening", and "the listening training could be credited for creating highly significant difference between the control and the experimental groups". [11]

4. Should It be Taught?

The impact and importance of listening have been investigated by many researchers from as far back as 1926. Thomas Devine points out in his article, that Rankin did a study to determine the amount of time devoted each day to normal communication activities. Rankin found that our daily communications time is divided in this manner:

45 percent of our communicating time is spent in listening
30 percent in speaking
16 percent in reading
9 percent in writing

In a study of school time, Miriam Wilt (1959), found that elementary school children spent 57.5% of their time in the classroom listening. [12]

One may observe that a child's ability to read "may depend so completely upon listening as to appear to be a special extension of listening .... The ability to listen seems to set limits on ability to reason". Sara Lundsteen goes so far as to say that "listening may be the first step in unlocking progress in any other area related to language - that means science, history, math .....the whole of education. [13]

Little emphasis has been placed on teaching listening skills because of the following misconceptions:

1) Listening is a matter of intelligence.

2) Children's listening ability is determined by hearing acuity.

3) Children listen automatically.

4) Teaching reading is more important than teaching listening. [14]

One of the important questions that has faced educators is that of whether formal instruction of listening would result in significant improvement of those skills to justify the time and energy expended.

Lillian and Virgil Logan, in their book Creative Communications, make reference to such researchers as Hogan, Edgar, Devine, Lundsteen, Canfield and Trivette. Each of these individuals conducted independent research utilizing experimental groups and control groups in an effort to determine the value of listening instruction. Almost exclusively the researchers found that the experimental groups which received instruction in general or isolated listening skills were significantly superior to those students who received no instruction in such skills as listening for main ideas, important details, directions, opinions, relevant and irrelevant details and transitional phrases. [15]

To further advance the theory that listening should be taught, Logan and Logan, cite studies by such researchers as Kelly and Ross that link listening proficiently with personality traits such as emotional stability, self concept and social adjustment. Significant relationships have also been demonstrated between listening and such language skills as spelling, usage, word study skills and mechanics of punctuation and capitalization. [16]

Finally, we must look at listening in terms of our modern life situation. In 1926 Rankin discovered that the average individual spent 45% of his total communication time in listening. These findings were arrived at well before the advent of the popular medium of television which appears to have created an entire generation of passive listeners.

Statistical data relating to present television watching percentages show that elementary students watch television for approximately five hours per school day, eight hours on Saturdays and four hours on Sundays. (See L.A.R.G. Reading Report p.120). Never before in the history of man have people devoted so much time to listening and never before has it been so vital that people be taught to be discriminating and effective in their listening. In order to prepare children for life in the world as it exists today we must be prepared to devote whatever time, energy and resources are at our disposal to develop within the student the ability to consciously select, interpret and evaluate the message of the speaker.

In short, there can be only one answer to the question of whether listening should be taught. In light of the results of the research and the present day situation we can only conclude that there is value to the teaching of listening.

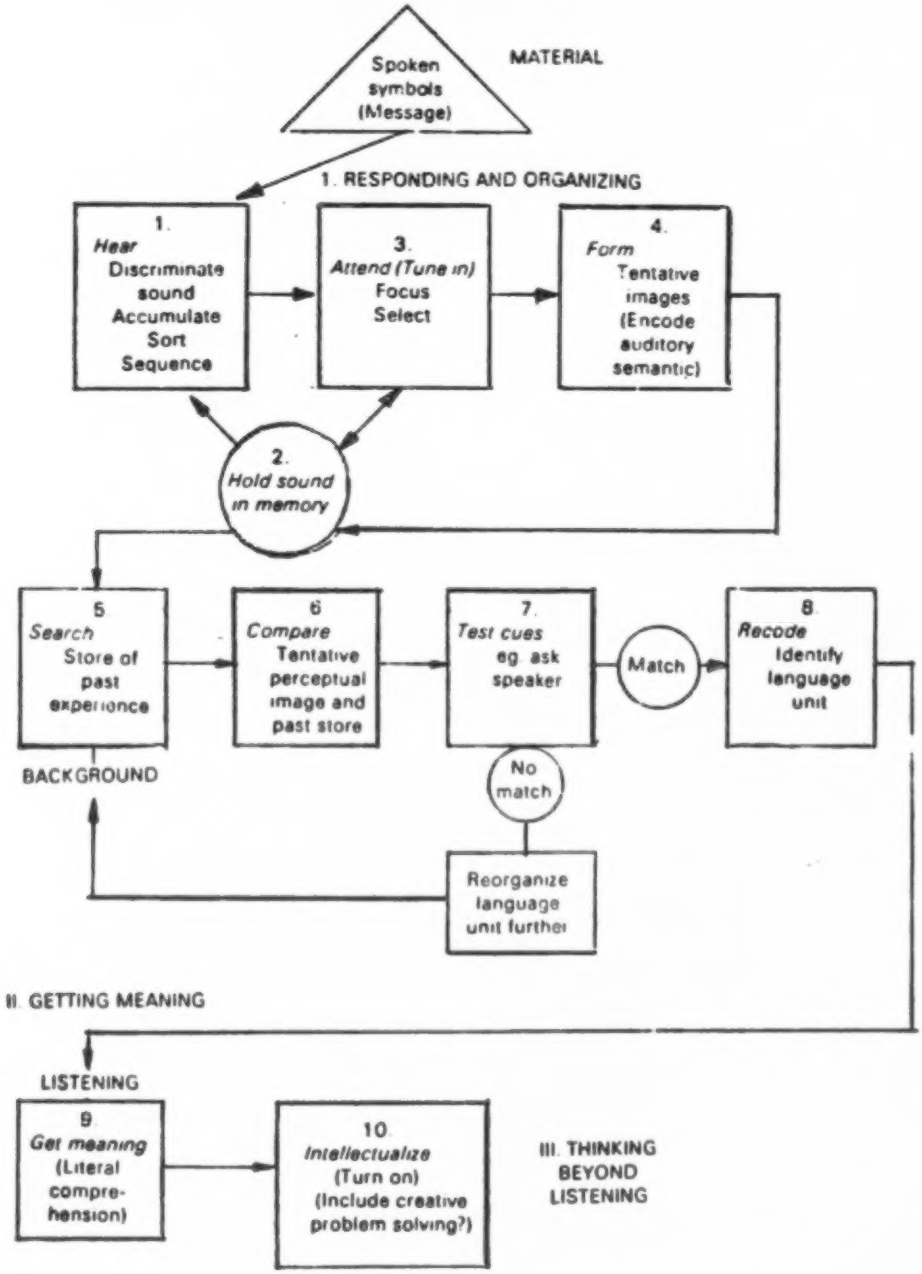
5. Is There Scope and Sequence?

Although there is literature on many facets of listening, little has been done in the field of sequential arrangement of listening skills.

"The Development and Evaluation of Recordings for Teaching Certain Critical Listening Abilities", [17] an unpublished thesis, mentions a list of more than forty higher mental processes associated or involved in critical thinking. The list contains abilities which in terms of the total communication situations, concerned the message, the decoding behavior of the listener and the interpretative behavior of the listener. (See flow chart.)

Devine goes on to say there is scope and sequence underlying existing listening programs...."These are almost always predicated upon the idea that the listening process is comparable enough to reading so that a sequence of reading skills can simply be translated into listening skills. A relatively basic reading skill such as recognizing main idea becomes recognizing a speaker's main ideas. A higher level skill, such as recognizing inferences becomes recognizing a speaker's inferences." [18]

Flowchart of Listening
Steps a Proficient Listener May Take


Spoken symbols (Message)
MATERIAL
1. RESPONDING AND ORGANIZING
1. Hear Discriminate sound Accumulate Sort Sequence
3. Attend (Tune in) Focus Select
4. Form Tentative images (Encode auditory semantic)
2. Hold sound in memory
5 Search Store of past experience
BACKGROUND
6 Compare Tentative perceptual image and past store
7. Test cues eg. ask speaker
Match
No match
8 Recode Identify language unit
Reorganize language unit further
II. GETTING MEANING
LISTENING
9. Get meaning (Literal comprehension)
10. Intellectualize (Turn on) (Include creative problem solving?)
III. THINKING BEYOND LISTENING

(Listening operates to include hearing, getting meaning, and making use of that meaning.)

6. Is Listening Related to Reading?

Thomas Devine says that "one way to better understand the relationship between reading and listening is to recognize that they have a common base".[20]

Both are concerned with the intake half of the communications process. As speaking and writing have to do with the production of messages, so listening and reading are concerned with intake. The mental process underlying both listening and reading have elements of similarity, but they differ in the root in which the stimuli reach the brain.

According to Lundsteen, each seems to be a complex of related skills component. Both show, at the language or applied level, the same higher mental processes. Both may be broken down to the same or almost the same sub-skills.

Both listening and reading development call for the teacher to give attention to readiness which may include experience with English language, speaking and listening vocabulary enrichment adequate to the task, interest in language activity, and ability to follow and remember a short sequence of sounds and ideas.

Both listening and reading flourish in a relaxed social situation where the ideas and language in the material are at least partly familiar to the students.

For both listening and reading the sound or even the word is not the unit of comprehension, but sounds and words do affect comprehension of the phrase, the sentence and the paragraph.

Both listening and reading use signals such as pauses and intonation in oral language and their corresponding punctuation marks.

Both listening and reading may take place in either individual or in social situations. However, research historically showed that the analytical and critical thinking part of the process may flourish better in the individual situations.

Devine goes on to say that although reading and listening are similar in many ways, one should be aware of the ways in which they are never quite the same. The reader is usually alone with the printed material. The listener on the other hand, has the communicator right there and can interrupt, cajole and ask for clarification. Listening and reading also differ in respect to time context. The reader can go back to check his interpretation of a fact, may stop when fatigued and return to the page later. The listener can do none of these. He is caught in the flow of time. He may be able to interrupt the speaker but he cannot go back in time. He must trust the memory which may be spotty or inaccurate. [22]

He may conclude then, that while listening and reading differ from one another significantly enough to make them distinctly separate facets of language, they are similar in many ways and share a number of common factors.

7. Recommendations

As a result of research that we have done, we make the following recommendations in regard to the teaching of listening:

Conclusions We Recommend:

- that teachers should become aware of the fact that listening is an important area of the language arts and a skill that can and should be taught
- listening instruction, because of it's relationship to the reading program
- listening instruction, because of it's relationship to all areas of school curriculum
- listening instruction, because of it's implications to social development
- that a wide variety of listening experiences should be introduced into classrooms at all levels

- that teachers be provided with in-service training that will make them aware of the implications of listening instruction.
- that a wide variety of materials, including formal and informal listening tests, be made readily available to classroom teachers.
- that simple scope charts for listening and suggested activities for implementation, be made readily available to teachers.
- that teachers, at all levels, be made aware of the support services that are available to aid their teaching of listening.
- that the Language Arts curriculum provide challenging activities which motivate all types of listening experiences.
- that greater emphasis be placed on the teaching of listening skills in teacher education programs.

8. Footnotes

1) Sara W. Lundsteen, Listening It's Impact on Reading and Other Language Arts (Urbana, Illinois: NOTE/ERIC, 1971), p. 9

2) Ibid., p. 42

3) Ibid., p. 43

4) Ibid., pp. 52-53

5) Ibid., p. 65

6) Ibid., pp. 68-69

7) Thomas G. Devine, "Listening: What We Know After Fifty Years of Research and Theorizing?", Journal of Reading, No. 21 (January, 1978), p. 298

8) L.A. Marascuilo, D.A. Penfield, "Learning to Listen: A Study in Auditory Perception," California Journal of Educational Research, (January 23, 1972)

9) Mary J. Putnam, Listening - Phonics Program for Disadvantaged Youngsters, State University College of Arts and Science, (Genesco, New York, 1970)

10) Walter B. Barbe, Robert M. Myers, Developing Listening Ability in Children by Sam Duker, (Meltichen, N.J., Scarecrow Press, 1971) p. 40-41)

11) Thomas G. Devine, op. cit., p. 398

12) Ibid., p. 299

13) Sara W. Lundsteen, op. cit., p. 3-4

14) Emma E. Plattor, "Listening, An Educational Imperative," (paper presented at the annual conference of the Canadian Council of Teachers of English, ERIC, August, 1968) p.

15) Lillian M. Logan, Virgil G. Logan and Patterson, Creative Communications, (Toronto, McGraw-Hill, Ryerson Limited, 1972) p. 46-47

16) Ibid., p. 47

17) Thomas G. Devine, "The Development and Evaluation of Recordings for Teaching Certain Critical Listening Abilities, (Boston University, 1961) unpublished doctoral dissertation.

18) Thomas G. Devine, "Listening: What Do We Know After Fifty Years of Research and Theorizing?", p. 301

19) Harry A. Greene, Walter T. Petty,"Developing Language Skills in the Elementary School", (Boston, Allyn and Bacon, 1975) p. 121

20) Thomas G. Devine, op. cit., p. 303

21) Sara W. Lundsteen, op. cit.,

22) Thomas G. Devine, op. cit., p. 301

3.6

STAFF INSERVICES

- ✓ 3.6.1 ORGANIZING A WORKSHOP - SOME BASIC PRINCIPLES
- ✓ 3.6.2 POSSIBLE TOPICS
- ✓ 3.6.3 RESOURCES
  - ✓ 3.6.3.1 PEOPLE
  - ✓ 3.6.3.2 MEDIA

3.6.1

ORGANIZING A WORKSHOP

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Some Basic Principles

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Manitoba School Library Audio Visual Association
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ORGANIZING A WORKSHOP

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SOME BASIC PRINCIPLES

This booklet outlines and elaborates the basic steps that need to be considered when organizing any workshop. A variety of approaches have been suggested at each stage because the formality or sophistication of the procedures to be used will depend on the size of the group and the previous experience of the participants.

A successful workshop requires careful planning of every stage:

1. Getting official approval
2. Forming a planning committee
3. Identifying specific needs
4. Specifying objectives
5. Creating awareness of need in target audience
6. Selecting an appropriate method of presentation (or combination of methods)
7. Identifying appropriate group structures
8. Selecting materials and equipment
9. Identifying resource people
10. Arranging for facilities
11. Preparing a budget
12. Designing promotional materials
13. Preparing the agenda

1. Getting official approval

The route for getting approval of a workshop will vary depending on your target audience: your local school staff, divisional teaching staff, principals, superintendents, parents, or Board of Trustees. Regardless of the route, a carefully planned proposal is essential. It is helpful to identify the interests and concerns of the key personnel and then frame your proposal in terms that will be significant to them.

Your proposal should include:

a) Rationale - outlining a philosophic framework as well as perceived needs
b) Program objectives
c) Program description
d) Phases of program implementation
    i) Approval of workshop
    ii) Formation of planning committee
    iii) Raising awareness of target group
    iv) The workshop
    v) Follow through
e) Budget

Note that this is a proposal only. The actual program design will evolve as you work with a planning committee.

2. Forming a planning committee

The formation of a planning committee composed of members from your target audience as well as representatives from the appropriate administrative level will contribute greatly to the success of your workshop. Acceptance of change comes more readily when the target audience is involved in identifying needs, planning, suggesting solutions and implementing change.

Your committee members will give you a core of workshop participants who see a real need for change, who have a clear understanding of the change needed and who will be committed to the follow through.

3. Identifying specific needs

Depending on the size of the group, the target audience can be involved in identifying specific needs through:

a) a formal needs assessment
b) an opportunity to submit views on problems and needs as well as questions
c) an informal discussion with a member of the planning committee who will take the information to the committee

4. Specifying objectives

The committee would then analyze and interpret these responses. The next stage would involve stating the identified needs as specific objectives for the workshop. It is sometimes helpful to categorize the objectives according to the type of learning involved: knowledge, skill or attitude.

5. Creating awareness of need in target audience

A variety of techniques can be used to increase awareness and prepare the target audience for the workshop:

a) Preparation and distribution of a bibliography of recommended reading
b) Distribution of background reading material
    i) periodical articles
    ii) circulating reference collection
c) Visits to other schools or divisions
d) Distribution of promotional material
    i) preliminary notices or brochures
    ii) detailed agenda

6. Selecting an appropriate method of presentation (or combination of methods)

The specific objectives will dictate your selection of a method of presentation. Possible techniques include:

a) Presentation, lecture
b) Panel discussion

c) Debate
d) Film or slide showing
e) Demonstration
f) Skit/pantomime
g) Group discussion
h) Brainstorming
i) Case studies
j) Role play
k) Video-tape feedback
l) Teaching games

7. Identifying appropriate group structures

Particular methods of presentation tend to lend themselves to a particular type of grouping, either large or small. For example, large groups are appropriate for film showings or presentations. On the other hand, it is usually advantageous to divide large groups into small ones for more effective interaction. Small group structures include:

a) Diads (pairs), triads, quadrads
b) Fishbowls - participants in a circle around an activity such as a role play
c) Group-around-a-group

For variety and interest, it is usually advisable to employ more than one group structure in a workshop session.

8. Selecting materials and equipment

Selected materials need to be previewed and analyzed in terms of their potential for helping to attain the stated objectives. For example, if you were planning to use MSLAVA's slide-tape kit *Learning for Tomorrow, the Library Way*, you would want to analyze how it "fits" your objectives.

You may decide that you want to produce additional materials, such as flip charts or transparencies, tailored to your particular local needs.

The advance booking of all materials and equipment is essential.

9. Identifying resource people

The required "people power" can be assessed at this stage. The roles will depend upon the group structures and methods of presentation that have already been selected. For example, you may need:

a) a main speaker or demonstrator or workshop leader
b) a chairperson
c) small group leaders

When identifying potential resource people consider first those people in your own area who have the knowledge, skills or attitudes you need. Be confident about your own ability! It is usually advantageous to involve members of the target group in some of the support roles - for example, actors in a skit, members on a panel, or small group leaders. If you are using an outside "expert", be sure to book her/him well in advance.

It is essential to have a "briefing" session with all resource people so that they understand the specific objectives of the workshop and exactly what their role entails. It may be necessary to communicate with your outside "expert" by phone or letter, but communicate!

NOTE: *Selecting or suggesting alternatives in methods, group structures, materials and resource people provides an opportunity for involving the planning committee in the decision-making process.*

10. Arranging for facilities

When selecting facilities consider:

a) anticipated number of participants
b) group structures to be used
c) special requirements of the equipment or materials you will be using

Whenever possible, avoid school desks or child-size tables and chairs for workshops involving adults. When booking facilities identify who is going to be responsible for setting up the space. It is a good idea to provide a sketch of the floor plan showing the desired arrangement of tables or chairs.

Be sure to consult with on-site office and custodial staff regarding your arrangements.

If no one on-site is looking after refreshments, delegate this responsibility to someone on the planning committee.

11. Preparing a budget

In preparing a budget you need to list all the anticipated expenses for your workshop. These can be grouped under a few main headings:

a) Resource people
b) Facilities
c) Refreshments
d) Materials and equipment

Be ready with an alternative "no cost" plan in case funding is not available.

12. Designing promotional materials

All the groundwork has been done. You are now ready to design your promotional material. Aim to make it look as professional as possible with perfect typing, an eye-catching heading, appropriate graphics, and an artistic layout.

Information that must be included:

a) Topic/Title
b) Scope of topic
c) General format (presentation, discussion, etc.)
d) Names of resource people with brief information on background and expertise
e) Place, date, time
f) Registration information
It is advisable to have a tear-off form for pre-registration, It is extremely difficult to prepare for a workshop when you have no idea how many participants you will have.

Other information that may be included:

a) Map
    i) Location of building
    ii) Location of meeting space within building
b) Suggested pre-reading

Other promotional techniques that can be used in addition to a brochure include:

a) Bulletin boards or posters
b) Newspaper notices
c) Radio or television announcements
d) Telephone calls

13. Preparing the agenda

If not already done, you must now prepare the detailed agenda for your workshop session. It is the first piece of paper that your participants will receive at the workshop. It can help set the mood or tone for your session, and so the same criteria for professional layout as those listed under "promotional materials" apply here.

It is usually a good idea to distribute agendas to your pre-registered participants in advance of a session. It serves as a reminder, builds anticipation, and creates a "mind-set". Do take sufficient copies for every participant to the session as many will neglect to bring their "advance" copy.

It is helpful to make the agenda quite detailed and specific. You may even include the time-line you aim to follow. If the participants know what you have planned, they are more likely to cooperate in keeping the session on track. However, it is important that you view the agenda as a guide only and are sufficiently flexible to adjust to group needs and concerns. It is also important that the participants are helped to see the agenda in this light so that they feel that individual or group concerns will be dealt with.

Categories that should be included in your agenda:

a) Topic
b) Place, date, time
c) Introductions
  Introductions can serve as a welcome and a warm-up. With a small group, you can invite all the participants to introduce themselves. With a large group, it is more practical to have the people at each table, or next to each other, introduce themselves. Be sure to introduce your resource people.
d) Overview
  i) Scope of topic
  ii) Format
  iii) Roles
    - of leader (for example, provide information, structure activities, answer questions)
    - of participants (for example, participate in discussions, ask questions)
  iv) Needs being met by the workshop and how those needs were identified
e) Specific objectives
  Add "Other" to the list identified by the planning committee and leave a blank space. This will give participants an opportunity to have their own personal objectives added to the list if they are not already included. This pays huge dividends in establishing rapport with your participants.

f) Body of the workshop

Break down into subtopics, for example:

- i) Viewing slide-tape *Learning for Tomorrow, the Library Way*
  - background information
  - previewing activity
  - viewing
- ii) Small group discussion
  - list discussion questions
- iii) Large group sharing

g) Developing an action plan

Subtopics could include:

- i) identifying action to be taken
- ii) priorizing
- iii) determining responsibility
- iv) establishing a time-line

h) Follow through

Before the workshop is brought to a close, it is important that the proposed plan of action be checked to make sure that the workshop leader and the participants have the same understanding of what has been decided. It is then necessary to review what action each person or group will take in order to implement the plan.

A formal channel for two-way communication and evaluation must be established among those involved in implementation. This will provide feedback on how people feel about the changes and will identify any problems in implementation. It will also provide a check on how well results match expectations and provide a forum for identifying tentative solutions to problems in implementation.

i) Wrap-Up

- i) Summary
- ii) Thanks
- iii) Evaluation of session
  - See Appendix 1 for a sample evaluation form.

This type of comprehensive agenda will satisfy the different operating styles that you can expect to find in any group.

a) For the Doer
    i) Specific objectives
    ii) Time-line
    iii) Action plan

b) For the Thinker
    i) Data from needs assessment
    ii) Specific objectives
    iii) Each step identified

c) For the Feeler
    i) Introductions
    ii) Consideration of participants' needs
    iii) Roles
    iv) Opportunity to add own objectives

d) For the Intuitor
    i) Overview
    ii) Discussion of ideas
    iii) Follow through

A FEW PRACTICAL HINTS

1. Remember to provide directional signs (including "to the washrooms").
2. Name tags are essential unless everybody already knows each other, or the group is so small you can learn everyone's first name in a matter of minutes.
3. Coffee before you begin helps to set a relaxed and friendly tone.
4. Arrive at the workshop site well in advance to give yourself plenty of time to:
    - set up and try out equipment
    - arrange handouts in order of use (It is best to distribute papers one at a time, as they are needed.)
    - change furniture arrangements, if necessary
5. Use flip charts for recording rather than a blackboard. The sheets can be torn off, posted, and referred to throughout the session.
6. *RELAX, SPARKLE, AND HAVE FUN!*

Appendix 1: A Sample Evaluation Form

	Low					High
1. The degree to which I found the workshop satisfactory.	1	2	3	4	5	6
2. The degree to which I found the content useful.	1	2	3	4	5	6
3. The degree to which I found the process useful.	1	2	3	4	5	6

4. The one or two things I found most enjoyable are:

5. The one or two things I found least enjoyable are:

Manitoba School Library Audio Visual Association
c/o Manitoba Teachers' Society
191 Harcourt Street
Winnipeg, Manitoba
R3J 3H2

3.6 STAFF INSERVICES

3.6.2 POSSIBLE TOPICS

Staff inservices can address issues of vital concern to the library program. Topics can be phrased in such a way that they tie in with current Division priorities. For example, in 1986 topical issues include basic skills, program evaluation, student evaluation and effective schools. Possible inservice titles can be:

1) Basic skills in an information age
2) Developing a school-based ILS (Independent Learning Skills) continuum
3) Developing school goals for the LCA (Literary & Cultural Appreciation) program
4) The relationship between literacy and the library program:
    - ILS
    - LCA
5) Literacy and $\begin{matrix}\text{ILS}\\\text{LCA}\end{matrix}$ in the inner city context
6) How CPT (Cooperative Planning and Teaching) benefits students
7) Evaluating the school's library program
8) Evaluating student outcomes in:
    - independent learning skills
    - literary appreciations and understandings
9) The role of the library in the effective school
10) Developing an effective library program.

3.6 STAFF INSERVICES

3.6.3 RESOURCES

3.6.3.1 PEOPLE

For assistance in planning a school-based inservice, librarians can contact the Chief Librarian and/or Library Media Services Consultant. After an initial consultation has taken place it is advantageous to involve a school planning committee. Ideally such a committee would consist of the librarian, the principal and a minimum of two teachers.

It is important that school building staff be seen as leaders in carrying out any workshop plans.

3.6.3.2 MEDIA

T.L.R.C. Reference collection includes books and periodical articles that could be used for background reading as well as AV kits and films that could be used as discussion starters.

PART 4

ORGANIZATION

AND

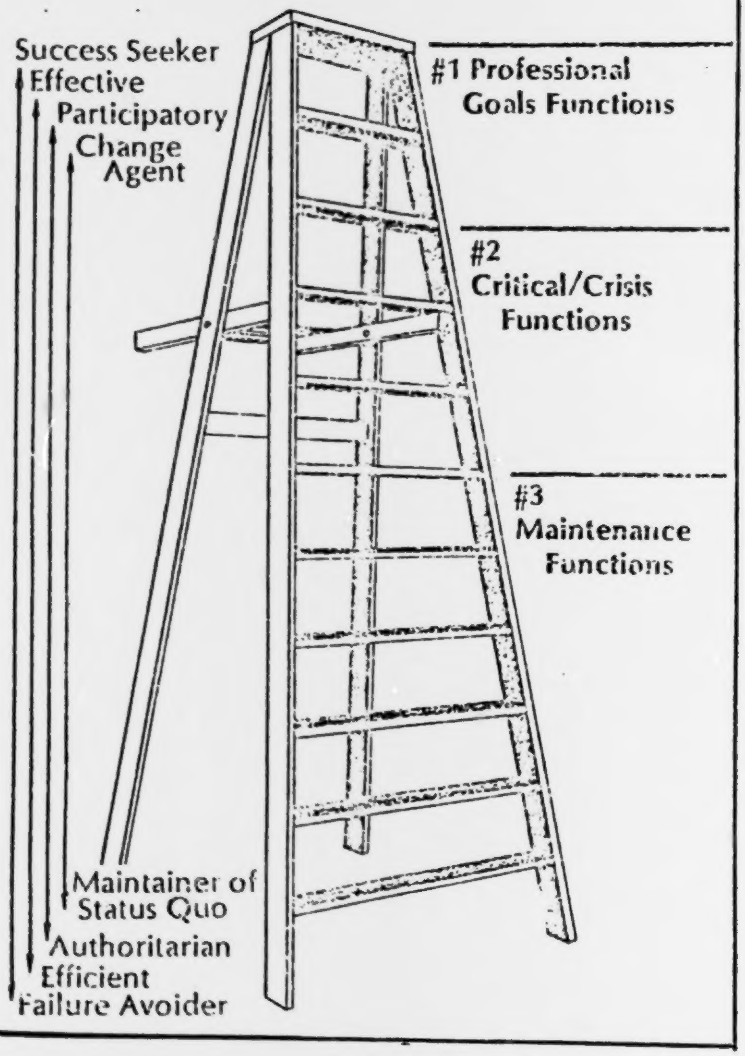
ADMINISTRATION

4.1 TIME MANAGEMENT
4.2 STAFF MANAGEMENT
4.3 ORIENTATION PROGRAMS
4.4 EFFICIENT USE OF FACILITES AND EQUIPMENT
4.5 SELECTION OF MATERIALS AND EQUIPMENT
4.6 PRODUCTION SERVICES AT THE SCHOOL BUILDING LEVEL
4.7 BUDGETS AND ACCOUNTING
4.8 FORMS BY NUMBER AND USE
4.9 ACQUISITION OF MATERIALS
4.10 ORGANIZATION AND CIRCULATION OF MATERIALS
4.11 MAINTENANCE OF COLLECTION
4.12 VOLUNTEERS IN THE LIBRARY
4.13 PUBLIC RELATIONS
4.14 NETWORKING

TIME MANAGEMENT

✓ 4.1.1 TIME MANAGEMENT LADDER
✓ 4.1.2 T.L.R.C. CALENDAR FOR SCHOOL LIBRARIES (out-of-date)

Time Management Ladder


Success Seeker
Effective
Participatory
Change Agent
Maintainer of Status Quo
Authoritarian
Efficient
Failure Avoider
#1 Professional Goals Functions
#2 Critical/Crisis Functions
#3 Maintenance Functions

STAFF MANAGEMENT

ORIENTATION

PROGRAMS

✓4.3.1 FOR STAFF

✓4.3.2 FOR STUDENTS

4.3.1 ORIENTATION FOR STAFF

POSSIBLE OBJECTIVES FOR NEW STAFF:

1. Introduction to library and arrangement of material
2. Policies and procedures
3. Circulation rules and procedures
4. Services available from T.L.R.C.
5. Effective use of library resources
   - role of library staff
   - role of classroom teacher

POSSIBLE OBJECTIVES FOR ALL STAFF:

1. Examining new materials
2. Establishing priorities for library service (See 1.3.2)
3. Identifying priority:
   - Independent learning skills for each grade
   - Literary and cultural appreciation skills for each grade
4. Identifying topics at each grade level where a research approach will be used
5. Identifying priorities in collection development for the year (See 4.5.2)

APPROACHES THAT CAN BE USED:

1. Inviting teachers to meet in the library for coffee and discussion (voluntary attendance)
2. Scheduling meetings with each department, teaching team or grade group
3. Making appointments to meet with teachers individually

TOOLS AND ACTIVITIES THAT CAN BE USED:

1. Library handbook
2. Directional signs and labels
3. AV production showing arrangement of library materials, policies, procedures and services as well as exemplary use of the library through cooperative planning and teaching (viewing followed by discussion)
4. Redesigning the library (See 4.4.1)
5. Priorities form (See 1.3.2)
6. Independent Learning Skills scope and sequence document
7. Literacy and Cultural Appreciation scope and sequence document

4.3.2 ORIENTATION FOR STUDENTS

POSSIBLE OBJECTIVES:

1. Introduction to library and arrangement of material
2. Circulation rules and procedures
3. Rights and responsibilities
4. Learning to be an independent library user
5. Awareness of and interest in books for recreational reading

LENGTH OF TIME:

2-4 weeks maximum.

SCOPE:

1. Planned program
2. Not necessarily integrated into regular classroom program, but involving the classroom teacher if "whole class" groupings are used.

DIRECTIONAL SIGNS AND LABELS

Help students become independent users of the library and avoid time-wasting interruptions by making the library as self-instructional as possible. Use explanatory posters and signs in appropriate areas to describe:

- borrowing procedures for books, reference material, filmstrips, pamphlets, pictures, magazines, etc.
- what to do with returned materials in various formats
- what to do when you have a full circulation card

etc.

Whenever possible use graphics and/or humour to draw attention to the message.

ACTIVITIES:

A lecture approach should be avoided. It is B-O-R-I-N-G! Instead, design discussion or "hands-on" activities.

1. Production of library handbook
2. Making an AV production on how to use the library
3. Designing games that teach how to use the library
4. Making a scale map of the library
5. Library introduction activities that guide students in making their own discoveries about how to use the card catalogue, Readers' Guide, magazines, encyclopedias and specialized reference sources. (See Media and Methods, April 1977)
6. Learning centre activities designed to accomplish objectives in #5
7. Learning activity packages (see #5)
8. Making literary webs based on a theme, a genre, a pattern or a specific title.
9. Book discussions motivated by activities such as those described by Faye Blostein in Invitations, Celebrations.

EFFICIENT USE OF FACILITIES AND EQUIPMENT

✓ 4.4.1 DESIGNING THE PHYSICAL ENVIRONMENT

4.4.2 AIDS TO INDEPENDENT USE

  ✓ 4.4.2.1 HANDBOOK
  ✓ 4.4.2.2 DIRECTIONAL SIGNS AND LABELS

✓ 4.4.3 BULLETIN BOARDS AND DISPLAYS

4.4.1 DESIGNING THE PHYSICAL ENVIRONMENT

When designing or redesigning the physical environment of the library, consideration must be given to the types of activities that need to be accommodated. Provision must also be made for individual differences in learning style. The traffic pattern must be functional and efficient. Finally, the space should be esthetically pleasing.

A list of activities that could be expected to go on simultaneously in the library might include:

- circulation
- ready reference
- consulting card catalogue
- research - individual
    - small groups
- listening to tapes/records
- viewing filmstrips/loops
- educational games
- reading
- listening to stories/booktalks
- special interest centres or displays

continued on next page ......

Designing the physical environment - continued ...

Having made a list of activities, it is helpful to then categorize each activity according to relative noise level and requirements for efficient traffic patterns.

Example:

Activity	Relative noise level	Traffic patterns
circulation	high	near entrance
ready reference	medium	near entrance
card catalogue	high	near entrance, convenient to library clerk's office or work space
research		
- individual	low	away from entrance, carrels if possible
- small group	medium	not too near entrance
listening & viewing	high, unless using earphones	near plug ins, wet carrels if possible, convenient to storage of materials
games	high	convenient to storage of materials, away from quiet areas, away from entrance
reading	low	secluded corner, convenient to fiction
listening to stories, booktalks	medium	convenient to fiction, away from noisy areas and busy traffic routes
interest centres displays	low to medium	where will attract attention but not interfere with traffic

continued on next page ....

Designing the physical environment - continued ...

Now, consider how to provide for different learning patterns. Some people work best alone while others work well with one or two peers. Small groups of 5 or 6 will need to be accommodated as well. A mix of rectangular tables, smaller round tables and carrels can meet these varied needs. If such furniture is not readily available simple cost-effective adaptations can be devised.

The next stage will involve working with a floor plan and furniture cut-outs made to scale. Identify all the moveable furniture that can be used as dividers to separate the space into different types of areas. These moveable items may include free-standing bookshelves and periodical storage, filing cabinets, card catalogue, record storage and carrels. Begin by blocking in areas for various activities. Evaluate your arrangement in terms of relative noise levels, seating and traffic patterns. Try various arrangements until you feel you have a truly functional space.

If redesigning an existing space, it is advisable to plan for staff and student particpation in the process. A teacher may have students prepare the floor plan and furniture cut-outs as a practical lesson in drawing to scale. Staff, and possibly students, may be surveyed as to the kinds of activities they would like in the library. The new design should be

continued next page ...

Designing the physical environment - continued ...

presented to the staff for analysis, possible revision and endorsement. Student participation in the physical moving process will increase their interest and "ownership" of the new arrangement.

The final stage in the design process will be the posting of directional signs and labels and the preparation or revision of a "guidebook to the library". Bulletin boards and displays will add to both the educational impact and esthetic appeal of the new space.

4.4.2.1 HANDBOOK

The scope of information in a library handbook can include:

WHO

- staff - professional, technical, clerical
- volunteers - adult, student

WHAT

- services
- materials

WHEN

- hours open
- scheduling system

WHERE

- library and related spaces (seminar rooms, etc.)

HOW

- floor plan
- classification (fiction, non-fiction)
- card catalogue
- filing rules to know
- call numbers
- circulation procedures

4.4.2.2 DIRECTIONAL SIGNS AND LABELS

For user independence it is essential to make effective use of directional signs and labels that:

1. Help patrons locate material

   Examples:
   - clearly marked shelving sections (fiction, biography reference, 500's - science, filmstrips, etc.
   - chart of frequently used Dewey numbers.

2. Give directions

   Examples:
   - How to use the card catalogue
   - Steps in doing a research project

3. Describe routines/procedures

   Examples:
   - Where to put returned material
   - Date due
   - How to sign out material (regular, reference, reserve, etc.)
   - What to do with a full circulation card

4.4.3 BULLETIN BOARDS AND DISPLAYS

A. PURPOSE

1. Have a message
2. Want it to attract attention

B. POSSIBLE FORMATS

1. Signs
2. Posters
3. Bulletin boards
4. Displays, exhibits
5. Newsletters, notices, bulletins

C. TYPES OF MESSAGES

1. "Bait" boards
    - Welcome
    - Come In
    - Teasers
2. Self-help
    - Labels, signs
    - Directions
    - Routines, procedures
3. Information
    - Regular activities
    - Special activities
    - Notices, announcements
4. Teaching
    - Introduction
    - Explanation
    - Summation
    - Related study
5. Sharing
6. Holidays, special days

The following material is available on loan from T.L.R.C. Reference Services.

Garvey, Mona. Library Displays: Their Purpose, Construction and Use, H.W. Wilson, 1969.

Garvey, Mona. Teaching Displays: Their Purpose, Construction and Use. Linnet Books, 1972.

A workshop handout entitled Bulletin Boards the Quick, Easy and Effective Way is also available on request.

SELECTION OF

MATERIALS

✓ 4.5.1 PRINT AND NON-PRINT GUIDELINES
✓ 4.5.2 COLLECTION DEVELOPMENT PLAN
✓ 4.5.3 CONSIDERATION FILE
✓ 4.5.4 MEDIA REVIEWING PROGRAM
✓ 4.5.5 ROLE OF DISPLAY LIBRARY
✓ 4.5.6 SPECIAL PREVIEW REQUESTS
✓ 4.5.7 SELECTION TOOLS
✓ 4.5.8 SEARCHING TOOLS
4.5.9 DONATIONS

Print Guidelines

A. FICTION

1. Background
   - Has the author written other books? Is this book part of a series?
   - Is biographical material about the author available?

2. Content
   - Is the narrative interesting?
   - Are the setting and period effectively reproduced?
   - Do the characters come to life?

3. Treatment
   - Is the treatment imaginative or dull?
   - Is the theme artificially imposed on the plot?

4. Structure and Style
   - Is the style appropriate?
   - Is the mood sustained?
   - Does the narrative flow easily?

5. Physical Characteristics
   - Is the print readable?

6. Level
   - Is the work suitable for its intended audience?

7. Use
   - Are there any limitations to its use? Will it have wide or limited appeal?

B. NON FICTION

1. Authority
   - What are the author's credentials? Is the author qualified to write in this field?
   - Is the book part of a series?

2. Content
   - What is the subject?
   - What is the scope?
   - What is the author's purpose? Is it fulfilled?

3. Treatment
   - What is the point of view?
   - Are there visible biases?
   - Are sections fictionalized?
   - Are there obvious gaps?

4. Organization
   - Is the work scholarly, technical or for the layman?
   - Does the organization permit easy access to the information?

5. Physical Characteristics
   - Are the illustrations suitable?
   - Is there an index, bibliography?
   - Does the layout facilitate use?
   - Is the type easy to read?

6. Comparison with Other Materials
   - How does the book compare with others on the same subject?
   - How does it compare with others by the same author?

7. Level
   - Is the work really suitable for its intended audience?

8. Use
   - What needs will it meet? Curricular, cultural, personal or leisure?

Non Print Guidelines

1. Authenticity
   - What are the producer's credentials?
   - Is the material factually accurate? Up to date?

2. Content
   - What is the subject?
   - What is the scope?

3. Appropriateness
   - What is the purpose? Is it met?
   - Is the item appropriate with respect to use of medium, vocabulary level, difficulty of concept, method of development for its intended audience?
   - Is the material essential or supplementary?
   - Is the material unique? Does it give a new dimension or direction?

4. Interest
   - Does it catch and hold interest?
   - Are the problems raised artificial?

5. Organization and Balance
   - Is the material well organized? Is it logical and clear?
   - Is there enough "meat"? Is there excessive extraneous material?
   - Is the presentation imaginative?
   - Is the quality of the narration or dialogue satisfactory?
   - Is the music suitable?
   - Are the titles, captions, labels, appropriate?

6. Technical Quality
   - Is the image in focus, effectively composed, varied in distance and angle to capture detail?
   - Is the sound clear and intelligible?
   - Is the use of colour effective?
   - Are the sound and visuals synchronized?

7. Cost
   - Considering other materials, is the cost justified?

4.5.2 COLLECTION DEVELOPMENT PLAN

The purpose of a collection development plan is to build a collection of print and non-print materials that will make curriculum implementation possible and, at the same time, meet students' recreational needs. In order to achieve this aim, short and long term objectives to guide the selection of materials for the school library need to be developed by the librarian in consultation with the principal and classroom teachers. The major considerations when choosing between print or non-print materials are:

- the format in which the material required is available
- which format best conveys the required content and concepts

Factors to be considered when developing a collection development plan include:

- curricula authorized by the Department of Education
- curricula revisions being planned by the Department of Education
- special school programs
- teaching methods used by the teaching staff
- need for a general reference collection
- need for non-curricular collections to support recreational interests
- students' abilities and interests
- availability of resources from other sources (e.g. T.L.R.C.)
- strengths and weaknesses of the collection in relation to above criteria
- available budget funds

After consideration of these factors, the librarian should prepare a written summary stating conclusions and identifying the implications these have on collection development in the school library, over both the short and long term. The next stage is to prepare a systematic plan for collection development over a 3 to 5 year period based on anticipated budgetary support.

4.5.3 CONSIDERATION FILE

Each school library is expected to maintain a "Consideration File" of buff cards, Form 22-1. (See 4.8.2). This card is completed by teachers and librarians for items that are to be considered for purchase. The author, title, publisher and price (if known) should be noted on each card, with any other important detail such as the ISBN number. For non-book materials the format should be indicated on the top line. Example: Sound Filmstrip, Audio Cassette, etc. Information about the source of selection and approximate grade level will aid in making purchase decisions. If a teacher or student made the request his/her name should be recorded on the card as well. It is also useful to record the date the request is received.

The cards may be filed alphabetically by author (or by title if no author is given) or by subject. Print and non-print materials may be separated, if desired.

In addition to specific titles, the consideration file should also contain notes on areas of weakness in the collection, as identified. For example, the following should be recorded:

- reference questions which couldn't be answered due to insufficient material
- curriculum units where insufficient materials were available

Selection is not an activity which takes place at the time orders are placed. A collection development plan establishes needs and priorities on both a long and a short term basis. Therefore, the development of a consideration file must be an ongoing process. Since the file is ongoing, it will be necessary to weed it regularly. As the consideration file is developed to meet the specific needs of a particular school, it must remain in the school library even if there is a change in librarians.

The Winnipeg School Division No. 1
Teachers Library & Resource Centre
1180 Notre Dame Avenue
Winnipeg Manitoba R3E OP2
Telephone
772 - 2474

MEDIA REVIEWING PROGRAM

Procedure:

1. Materials for evaluation will be forwarded to each reviewer via courier the first week of each month, September through April (8 months).

2. To facilitate printing and collation of the reviews, one (1) copy of the typed materials evaluation form for each title reviewed should leave your school NOT LATER than the morning courier on the 20th day of each month. (See verso for a sample blank materials evaluation form.)

3. Assistance from interested teachers or students is recommended BUT the librarian is responsible for editing and final form of review annotation.

4. All reviews will be circulated to all schools in APPRAISALS, with opportunities to compare across grade levels.

5. Each reviewer receives 3-4 items, book or nonbook, for each month.

6. Reviewers have the option of keeping a reviewed item (except in the case of kits) at no charge to their schools.

   Materials should be returned to T.L.R.C. with the typed copy of the review. To claim a book for your school, insert a regular blue order slip (Form 22-2) and indicate "Review Book" beside price.

7. Winnipeg reviews for Canadian materials are automatically forwarded to the editor of Canadian Materials. For your information and assistance copies of their evaluation guides are included in the Library Media Services Personnel handbook (See 4.5.1).

Records:

1. Consideration cards (22-1) for each school's CONSIDERATION FILE should be prepared as soon as possible after each publication of APPRAISALS.

2. At least two (2) year's reviews should be retained for future reference purposes.

The Winnipeg School Division No. 1
Teachers Library & Resource Centre
1180 Notre Dame Avenue
Winnipeg Manitoba R3E 0P2
Telephone
772 - 3474

MATERIALS EVALUATION FORM

AUTHOR ____________________ DEWEY CLASS ________ FICTION ________ EASY ________

TITLE ____________________ INTEREST LEVEL (age) ____ READING LEVEL(age) ________

ILLUSTRATOR ____________________ SERIES NAME ____________________

PUBLISHER ____________________ CDN. AGENT ____________________

PUBLICATION DATE ________ ISBN ________ CDN. LIST PRICE ____________

NO. OF PAGES ________

RATING:

____ Highly recommended
____ Recommended
____ Rec. with Reservations
____ Not recommended

ILLUSTRATIONS:

____none
____colour
____black & white

BINDING

___library reinforced
___paperback
___hardcover

CRITICAL REVIEW Possible areas for discussion: subject matter, author viewpoint and qualifications, accuracy of information, writing style, organization of material, illustrations, indices, comparative titles, curriculum correlation, appropriate age level, suggestions for use, etc. (150 words)

REVIEWER ____________________ SCHOOL ____________________

DATE ____________________

4.5.5 DISPLAYS

4.5.5.1 PUBLISHERS' DISPLAYS

Publishers' displays are booked into the T.L.R.C. periodically throughout the year. These displays are advertised in advance through Inklings.

Librarians are encouraged to take advantage of these displays to involve their staff in examination of materials for consideration for purchase.

In cases where displayed items may be "purchased on-site" it is advisable to bring one's consideration file along to assist in identifying priority items.

4.5.5.2 MICROCOMPUTER SOFTWARE DISPLAY LIBRARY

The courseware and computer-related resource materials in this library have been provided for preview and evaluation. The collection does not represent a buying guide. It has been developed to help educators select computer resources for consideration for purchase.

Teachers can preview these materials and actually try them with their students without risking their local school software funds. If the evaluated software resources prove to be beneficial, then it is expected that the school will purchase a copy for their own use.

NOTE: Courseware in the collection is copywritten. IT IS ILLEGAL TO COPY SUCH MATERIAL.

Booking of this material can be done:

- Using the regular Film Booking Requisition form and sending it, via courier, to T.L.R.C. Software Display Library.
- By telephone at 772-2474. Patrons are asked to limit bookings by this method to a maximum of 3 items at any one time.

Continued ...

4.5.5.2 MICROCOMPUTER SOFTWARE DISPLAY LIBRARY - Continued ...

The usual loan period is one cycle.

Courier delivery of the material in this library is anticipated in the future. In the interim, personal pick-up and delivery is required.

There is limited access to equipment at T.L.R.C. for previewing microcomputer software. Therefore arrangements to preview on site must be made well in advance.

4.5.6 SPECIAL PREVIEW REQUESTS

Schools wishing to preview specific titles (print or AV materials) may submit their requests in writing to T.L.R.C. As much information as possible should be provided. (copy of page from reviewing journal or catalogue, advertising brochure, etc.)

T.L.R.C. will complete all necessary correspondence and send the material to the school when it arrives.

These special preview requests must be sent back to T.L.R.C. for return to the publisher/distributor. They should be returned in the same shipping box in which they were received. A written review for publication in Appraisals should accompany the material.

If a school decides to keep the actual material they have previewed, the order should be submitted (with the review) to T.L.R.C. who will forward the order to Purchasing Department. If ordering on the library budget a Library Order Card should be included. A duplicate Library Order Card should be made and filed in the schools Materials-on-Order file.

4.5.7 SELECTION TOOLS

In selecting both print and non-print materials for purchase, librarians and teachers are encouraged to consult professionally prepared selection aids rather than publishers' catalogues. Through their school library and district level services at T.L.R.C., staff have access to reviewing journals, specialized bibliographies, basic lists and indexes.

All schools receive a copy of our locally produced Appraisals as well as a subscription to Canadian Materials. Individual schools subscribe to other reviewing journals as their needs and budgets indicate is appropriate. Publication of a Union List of Periodicals by T.L.R.C. assists schools who wish to co-ordinate and share subscriptions to reviewing journals.

A variety of selection tools are available on loan from T.L.R.C. The general reference collection includes annual compilations of reviews produced by other school divisions across Canada, basic collection lists, specialized bibliographies and subject indexes. The periodical collection includes a comprehensive collection of current reviewing journals for loan, including the following titles:

- Appraisal: Science Books for Young People
- Bookbird
- Booklist
- Books in Canada
- British Book News
- Bulletin of the Centre for Children's Books
- Canadian Children's Literature
- Choice
- Choix
- Curriculum Review
- Emergency Librarian
- Horn Book
- In Review
- Junior Bookshelf
- Library Journal
- Media and Methods
- Ontario Library Review
- Preview
- Quill and Quire
- Reviewing Librarian
- School Library Journal
- Wilson Library Bulletin

The material descriptions in these professionally prepared reviewing journals are critically evaluative in nature. Whenever possible, selection of both print and non-print materials should be made on the basis of

- personal reviewing

  or

- evaluative reviews in professional journals

Publishers' catalogues with non-evaluative content descriptions designed to "sell" the material are not valid selection tools. Book displays encourage haphazard selection as there is insufficient time to read each title or thoughtfully consider how it fits into your collection development plan.

See also: 4.8.2
4.8.3
4.9.1
4.9.2

4.5.8 SEARCHING TOOLS

After completion of steps 1-7 in 4.9.2 Clerical Procedures for Placing Materials Order, complete order information should be verified for each item before the order is typed. Otherwise many of the items ordered may be unobtainable because they are out-of-print. T.L.R.C. maintains a collection of current searching tools for this purpose. If some materials are not listed in these tools our Senior Ordering Clerk is available for help. Files of publishers' addresses and catalogues are maintained to help in the tracing of hard-to-find materials. (Note: Please phone the T.L.R.C. Reference Technician to arrange a time to do the searching at T.L.R.C.)

4.5.8.1 SEARCHING TOOLS FOR ENGLISH LANGUAGE PRINT MATERIALS

(1) Books in Print. New York: Bowker.

This 6 volume set issued annually lists most books, including paperbacks, currently published in the United States. Items can be searched by author (3 volumes - A-F, C-O, P-Z) or by title (3 volumes with the same break down). Each citation includes: author(s), title, number of volumes, edition, series, page numbers, language (if other than English), illustrations, grade range, year of publication, type of binding, price, ISBN, publisher's order number, in print and publisher. There is an explanation of how to use the set at the beginning of Volume 1.

(2) Subject Guide to Books in Print. New York: Bowker.

This 3 volume set lists the contents of Books in Print under Library of Congress subject headings. It includes most of the books found in Books in Print except for fiction, poetry and drama by a single author. Entries include the same information as the parent set.

(3) Canadian Books in Print. Toronto: University of Toronto Press.

Lists of English language books published in Canada. It also includes some French language books produced by publishers of predominately English language material. One volume is an author and title listing; the other is a subject listing.

(4) Children's Books in Print. New York: Bowker.

An annual author, title and illustrator listing of children's books, including paperbacks, in print in the United States.

4.5.8.1 SEARCHING TOOLS FOR ENGLISH LANGUAGE PRINT MATERIALS - Continued ....

(5) Subject Guide to Children's Books in Print. New York: Bowker.

A subject listing of the entries in Children's Books in Print.

(6) British Books in Print. Don Mills, Ontario: Academic Press.

An annual two-volume listing by author and title of books published in Britain, including paperbacks. Author entries are in bold face. The front of volume 1 contains a "how to use" section and a list of abbreviations.

(7) El-Hi Textbooks in Print. New York: Bowker.

The main listing is by subject. Author and title indexes guide the user to the page in the subject listing which gives full bibliographic information. The series listing also gives the full citation.

(8) Forthcoming Books. New York: Bowker.

Published 6 times a year, this tool up-dates Books in Print and Children's Books in Print. The citations are organized by author and title. A key to publishers' and distributors' abbreviations is included.

(9) Other helpful aids:

Canadian Materials for Schools and Librarians. Canadian Library Association.

New and Forthcoming Canadian Books. Quill and Quire.
Booksellers Choice: a Selective Guide to the Best Canadian Books. Canadian Booksellers Association.
3,600 Canadian Titles from 130 Canadian Publishers by Subject and Title. Canadian Book Information Centre.
New and Old Friends. National Book Centre.
Books from British Columbia. Association of Book Publishers of British Columbia.
Manitoba, Saskatchewan Books. Manitoba and Saskatchewan Publishers Group.
Canadian Publishers Directory. Quill and Quire.
Canadian ISBN Publishers' Directory. National Library of Canada.

PRODUCTION SERVICES AT THE SCHOOL BUILDING LEVEL

BUDGETS

AND

ACCOUNTING

✓ 4.7.1 ACCOUNT NUMBERS

✓ 4.7.2 CALCULATING LIBRARY BUDGET

✓ 4.7.3 LIBRARY BUDGET FORM LETTER

✓ 4.7.4 LIBRARY DEVELOPMENT FUNDS

✓ 4.7.5 LOCAL PURCHASING

✓ 4.7.6 FORMS TO MANAGE YOUR MONEY - SUMMARY SHEET

✓ 4.7.7 PREPARING A BUDGET PLAN

✓ 4.7.8 READING THE PRINT-OUT

BUDGET ACCOUNT NUMBERS

(xxx denotes school code number space)

xxx-200-004-300	Curriculum Grants (additional per capita grant) on a per capita basis as credit drawn but free of Manitoba Text Book Bureau.
xxx-275-000-380	Regular library materials grant requested annually and calculated on per capita basis for full time student equivalent on September 30 enrolment.
xxx-275-000-381	Library development funds requested for special upgrading or establishment grants. (Almost complete except for small schools and special projects.)
xxx-285-000-381	French Immersion Budget where applicable.
140-525-000-382	Library processing supplies (consumable but delivered to schools as processed materials). Small amounts to schools direct for maintenance servicing.
xxx-270-000-300	Audiovisual supplies for production of instructional materials (consumable but results often catalogued and circulated or added to vertical files, kits).
xxx-200-000-393	Print and Non-Print Funds on a per capita basis as credit drawn against Manitoba Text Book Bureau Accounts.
xxx-270-000-	Audiovisual equipment and repairs budget requested annually and calculated on a per capita basis (September enrolment). Minimum grant is established for each level (E, JH, SH) and is included in the block sum provided to each principal.
-500	Under $500 in value.
-510	New piece worth more than $500.
-520	New piece worth more than $500, but replacement.
-590	Equipment repairs

4.7.2 CALCULATING THE LIBRARY BUDGET
(275-000-381)

The library budget is calculated on a per capita basis at $8.00 per full-time student and $4.00 per half-time student according to the reported enrolment as of September 30 each year. School staffs may elect to increase this amount from other school accounts.

4.7.5 LOCAL PURCHASING

4.7.5.1 DISCRETIONARY FUNDS

Your school may elect to spend $200.00 or 10% of your library material budget (#380) on local purchases. The procedure is as follows:

1. An authorized purchase order form must be obtained from the Senior Ordering Clerk or Head of Technical Services before making a local purchase. The authorized P.O. form can be picked up in person at T.L.R.C. or, if you phone far enough ahead, the form could be sent out by courier.

2. You must use a separate P.O. number for each order.

3. If for some reason, you cannot use an assigned P.O. number, please cancel it by phoning T.L.R.C. Order Desk.

4. When you have selected your material, have the invoice made out to Winnipeg School Division, 1577 Wall Street, East, R3E 2S5, Attn. T.L.R.C., making sure that the P.O. number is quoted on the bill.

5. The original invoice must be received at T.L.R.C.
   - 5.1 If the invoice is given to the librarian it must be initialled and sent to T.L.R.C. immediately for authorization of payment.
   - 5.2 Alternatively, the invoice may be mailed to the School Division by the supplier. (Purchasing Department will then forward it to T.L.R.C. Acquisitions Department.)

6. You may have the material delivered to your school or directly to T.L.R.C. for processing. If delivered directly to T.L.R.C., a packing slip or invoice should be included.

7. A Library Order Card (4.8.4), initialled by the librarian, must be submitted to T.L.R.C. immediately after purchase to enable staff to update the record of school commitments. It is essential that the correct account number be given.

8. A duplicate Library Order Card should be made for school records and filed in the front of the MOO (Materials On Order) file.

9. The debit should be recorded on Forms to Manage Your Money (4.7.6.1).

4.7.5 LOCAL PURCHASING

4.7.5.2 CONFIRMATION ORDERS (for materials already in hand, for example, from publishers' promotions, etc.)

There is no obligation to purchase materials publishing companies send to schools for preview.

For titles you decide are appropriate for your collection and which you wish to purchase, the following procedure should be used:

1. Send T.L.R.C. a copy of the original order form, indicating the titles being ordered.

2. An initialled Library Order Card (4.8.4) must be submitted to T.L.R.C. with the order form. This card is needed for all commitments of funds.

3. Ask supplier to invoice:

   Winnipeg School Division #1
   1577 Wall Street, East,
   R3E 2S5

   Attention: T.L.R.C.

   If the supplier gives the invoice to the librarian or sends it to the school, it must be sent, immediately, to T.L.R.C. for authorization of payment.

4. If supplier requests a purchase order number (P.O. #) phone the Head, Technical Services or the Senior Ordering Clerk, T.L.R.C., for procedure.

5. For school records:
   - a duplicate Library Order Card should be made and filed in front of the MOO (Materials on Order) file.
   - the debit should be recorded on Forms to Manage Your Money (4.7.6.1).

4.7.5 LOCAL PURCHASING

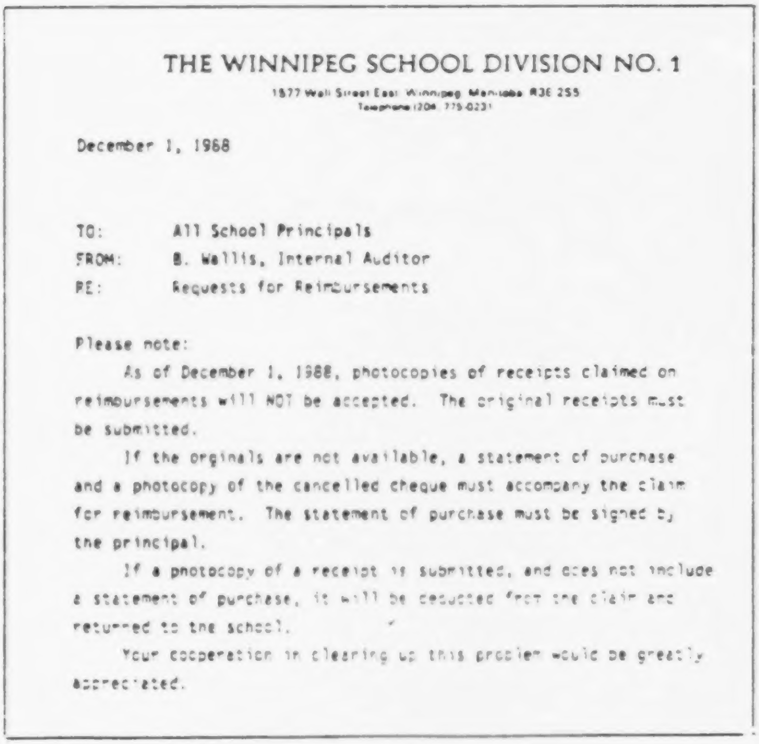
4.7.5.3 REIMBURSEMENT

The following procedure should be used:

1. A signed receipt or sales slip is sent to T.L.R.C. accompanied by a Library Order Card (4.8.4) and a Request for Reimbursement Form #3-31 (available in your school), giving the account number to be charged for the item. (NOTE: For charging to your library budget this form must be sent to T.L.R.C., not the Purchasing Department, as stated on the form.)

2. The order is handled as a transfer of funds from the school library account to the individual who signed the sales slip. A cheque is sent to the school or to the individual who signed the sales slip.

3. For school records:
   - 3.1 A duplicate Library Order Card should be made and filed in front of the MOO (Materials on Order) file.
   - 3.2 The debit should be recorded on Forms to Manage Your Money (4.7.6.1)



THE WINNIPEG SCHOOL DIVISION NO. 1

1577 Wall Street East Winnipeg Manitoba R3E 2S5
Telephone (204) 775-0231

December 1, 1968

TO: All School Principals
FROM: B. Wallis, Internal Auditor
RE: Requests for Reimbursements

Please note:

As of December 1, 1988, photocopies of receipts claimed on reimbursements will NOT be accepted. The original receipts must be submitted.

If the orginals are not available, a statement of purchase and a photocopy of the cancelled cheque must accompany the claim for reimbursement. The statement of purchase must be signed by the principal.

If a photocopy of a receipt is submitted, and does not include a statement of purchase, it will be deducted from the claim and returned to the school.

Your cooperation in clearing up this problem would be greatly appreciated.

4.7.6 FORMS TO MANAGE YOUR MONEY

COMMITMENT OF FUNDS

1. Library Budget Form letters (English language, French language) are sent to all schools upon approval of the year's budget.

2. Orders are placed by dates determined by T.L.R.C. In 1989-90 watch Inklings for information.

   Note that:

   2.1 The budget year is July to June.

   2.2 The regular order due in June is committed in the next budget year.

3. Periodicals are listed on the Periodical Order Sheet which should be sent to T.L.R.C. in February. When there is an urgent need, individual subscriptions may be ordered at other times during the year using the Periodical Order Sheet.

   (See 4.8.6 for instructions for submitting periodical order)

4. The Library Order Card, initialled by the librarian, must be submitted to T.L.R.C. for all purchases to enable T.L.R.C. to update the record of school commitments. (4.8.4)

5. Schools can keep up-to-date records of commitments using:

   5.1 Duplicate Library Order Cards (4.8.4) which are filed in the front of the MOO (Materials on Order) file.

   5.2 The debit should be recorded on Forms to Manage Your Money (4.7.6.1)

4.7.6 FORMS TO MANAGE YOUR MONEY - continued

CANCELLATIONS

1. Order Reports on white copies of the Materials Order Form are sent to schools with Inklings, monthly October to June. (See 4.8.5 and 4.8.5.1)

2. Report codes indicate reason for cancellation. (See 4.8.5.1)

3. Order Reports are matched with Consideration Cards in MOO (Materials on Order) file. Cards are removed from the file and a decision is made regarding reordering. (See special note regarding NCR's and NOP's in 4.8.5.1.)

4. The appropriate credit should be recorded on Forms to Manage Your Money. (4.7.6.1)

4.7.6 FORMS TO MANAGE YOUR MONEY - Continued ...

ACTUAL EXPENDITURES

1. The School Library Acquisitions print-out is printed on approximately the 10th of each month.

2. School library staff must obtain this print-out from the school administration in order to maintain accurate library budget records.

3. All titles listed in the print-out should be checked against the Consideration Cards in the MOO (Materials on Order) file.

    3.1 The actual price charged should be noted on the Consideration Card (NOTE: The Consideration Card should be left in the MOO file until the material is received.)

    3.2 As you do the checking, write the committed amount beside the actual price for all of the titles on the print-out.

4. The total actual cost and the total amount committed should then be calculated.

5. The difference between the two totals in #4 above should be calculated and entered in either the debit - or credit - column, as appropriate, of Forms to Manage Your Money (4.7.6.1).

Difference between the cost of items on the print-out and the amount committed for these items is:
- a debit if the print out total is greater than the committed total for those items

- a credit if the print out total is less than the committed total for these items.

4.7.6 FORMS TO MANAGE YOUR MONEY - continued ....

FORM 4.7.6.1 - PROCEDURE

Form 4.7.6.1 is to be used to record all debits and credits:

1. Debits:

    - Library Order Cards for regular orders through T.L.R.C.
    - Library Order Cards for local purchases
    - Library Order Cards for all other purchases (Confirmation Orders, Reimbursements, etc.)
    - Periodical order sheet
    - Individual subscriptions
    - Bulk division-wide purchases (which will be announced in Inklings)

2. Credits:

    - Cancellations or Order Reports
    - Any additional funds made available during the year.

3. Difference between the cost of items on the print-out and the amount committed for these items is:

    - a debit if the print out total is greater than the committed total for these items.
    - a credit if the print-out total is less than the committed total for these items.

FORMS TO MANAGE YOUR MONEY - OPTIONAL SYSTEM

Budget (~~January~~ July to ~~December~~ June) 19____

____ No. of full-time students x __________ = __________

____ No. of half-time students x __________ = __________

TOTAL __________

DATE		DESCRIPTION	DEBIT	CREDIT	BALANCE
Month	Day				

DATE		DESCRIPTION	DEBIT	CREDIT	BALANCE
Month	Day				

See also
4.5.2

4.7.7 PREPARING A BUDGET PLAN

Budgeting is a management process which incorporates the following elements:

1. Planning function - identifying objectives
2. Management function - identifying how the objectives are to be met
3. Evaluation function - measuring progress in meeting objectives

Preparing a budget plan involves the following steps:

1. Preparing a statement of the strengths and weaknesses of the collection in relation to programs and their implementation by the staff. (See 4.5.2 Collection Development Plan.)
2. Discussing with the principal, and then with the principal and staff, available monies for upgrading the identified weaknesses. This will include the regular budget for library materials as well as any additional monies that can be made available for this purpose by the school.
3. Identifying both short and long term strategies for upgrading the collection, based on anticipated budgetary support.
4. Providing a detailed budget breakdown for the current year including all types of resources - print, non-print and major reference replacements.
5. Submitting the draft budget to the principal for study and discussion.
6. Submitting the budget, as approved by the principal, to the principal and staff for further discussion. The pattern used for organizing discussion sessions with the staff will depend upon the size and administrative structures of the school. This process will facilitate reaching general agreement on how the funds will be spent.
7. Planning to systematically review the impact of annual budget purchases on the collection and the programs in the school.

Continued .....

In summary, a budget plan is a costed proposal based on specific objectives related to school programs.

The need for collection development and adequate levels of budgetary support is ensured more careful consideration by the administration and staff if expressed through such a budget plan.

4.7.8 READING THE PRINT OUT

Invoices are received at T.L.R.C. Shipping charges and discounts are distributed proportionately among schools. A total price is calculated and entered on each Materials Order Form.

1. The yellow copy of the Materials Order Form is sent to the Data Processing Centre. This data shows monthly on print outs:
    1.1 School Library Acquisitions lists author, title, actual cost, etc. for each school for materials received at T.L.R.C.
    1.2 Expenditure Guideline Report - by Department Library (Report 25) shows balance in budget as of report date. This amount shows in the next to last column (Balance) on the line indicated for each school as "Library per capita".
2. The time-lag for print outs is approximately 2 weeks. The cut-off date for invoices from T.L.R.C. is the 27th of each month. The print-out is printed on approximately the 10th of each following month.
3. Subscriptions are listed on the School Library Acquisitions print-out. A total dollar figure is given for the annual periodicals order for each school. (This usually shows in September.) Individual subscriptions appear on this print-out as ordered throughout the year.

```
NOV. 07, 1983                               SCHOOL LIBRARY ACQUISITIONS

              SCHOOL     283   ASHLAND

C/C           BATCH      P.O. NO.   INV. NO.   AUTHOR     TITLE                     ACCOUNT              AMOUNT

 D            09-080     003282     904158     SUBSCRI                              283-275-000-380        90.14
 D            09-174     013076                SUBSCRI                              283-275-000-380        14.88
 D            09-161     013063                SUBSCRI                              283-275-000-380        15.00
 D            09-181     013083                SUBSCRI                              283-275-000-380         9.87
 D            09-175     013077                SUBSCRI                              283-275-000-380         9.35

                                                          ACCOUNT TOTAL             283-275-000-380      $139.24  *

 D            09-290     012840     116350     HOGAN      THE SALMON                283-275-C00-381         7.47
 D            09-290     012840     116350     HOGAN      THE HONEYBEE              283-275-000-381         7.47
 D            09-290     012840     116350     LISKER     TERROR IN THE TROPIC      283-275-000-381         6.74

                                                          ACCOUNT TOTAL             283-275-000-381       $21.68  *

                                                           SCHOOL TOTAL                                  $160.92  **
```

This is a sample of the monthly computer disbursement print-out that arrives at the school indicating which titles have been received at the T.L.R.C. from suppliers and are currently being catalogued for the school library.

FORMS BY

NUMBER AND USE

The following forms are currently in use within the Division. When requesting supplies of same, please refer to them by name and number.

(SEE VERSO FOR LIST OF FORMS)

✓ 4.8.1 GENERAL REQUISITION FORM

✓ 4.8.2 CONSIDERATION CARD

✓ 4.8.3 MATERIALS ORDER FORM

✓ 4.8.4 LIBRARY ORDER CARD

✓ 4.8.5 ORDER REPORTS

✓ 4.8.6 PERIODICAL ORDER SHEET

✓ 4.8.7 PERIODICAL RECORD CARD

✓ 4.8.8 PAMPHLET FILE SUBJECT CARD

✓ 4.8.9 FILM BOOKING REQUEST

4.8.10 REPAIR SERVICES FORMS

- ✓ 4.8.10.1 RECEIPT OF EQUIPMENT FORM
- ✓ 4.8.10.2 SERVICE REPORT
- ✓ 4.8.10.3 ITEMIZED MONTHLY CHARGE REPORTS

✓ 4.8.11 BINDING SLIP

4.8.12 ANNUAL REQUISITION FOR

- ✓ 4.8.12.1 AUDIO-VISUAL SUPPLIES
- ✓ 4.8.12.2 AUDIO-VISUAL EQUIPMENT
- ✓ 4.8.12.3 LIBRARY EQUIPMENT, FURNISHINGS AND SUPPLIES

4.8.13 BUDGET REQUEST FORM

- ✓ 4.8.13.1 ALTERATIONS AND IMPROVEMENTS
- ✓ 4.8.13.2 MAINTENANCE

✓ 4.8.14 BREAK IN, DAMAGE AND LOSS REPORT

✓ 4.8.15 WORK REQUISITION FOR REPAIRS

✓ 4.8.16 ACCIDENT REPORT

✓ 4.8.17 PROFESSIONAL PERSONNEL RECORD FORM

✓ 4.8.18 REQUEST FOR SHORT LEAVE OF ABSENCE FORM - TEACHERS

✓ 4.8.19 REQUEST FOR SHORT LEAVE OF ABSENCE FORM - SUPPORT STAFF

✓ 4.8.20 CERTIFICATE COVERING ABSENCE DUE TO ILLNESS (3 consecutive days or less)

✓ 4.8.21 CERTIFICATE COVERING ABSENCE DUE TO ILLNESS (more than 3 consecutive days)

✓ 4.8.22 PART-TIME AND TEMPORARY CLERKS TIME REPORTS

Form 4-1

11847 4.8.1

THE WINNIPEG SCHOOL DIVISION NO. 1
URCHASING DEPARTMENT
ENERAL REQUISITION

____________________ School/Location
____________________ Department/Shop
____________________ Date
____________________ Account Number

Please provide the following equipment, supplies, repairs or service:

QUANTITY	DESCRIPTION	EST. TOTAL PRICE	SUPPLIER	PRICE	PURCHASE ORDER NUMBER

FORM 4-1

GENERAL REQUISITION (in School Office Only)
This form is handled through the School Office, and is submitted by the Principal or Business Administrator for various small items which are not covered in the supplies request or in the annual budget requests. Items ordered on a 4-1 form are charged against an appropriate school budget number, not the library materials budget.

Special Instructions, notes, etc.

Requested By ____________________ Approved By ____________________

Position/Title ____________________ Position/Title ____________________

For Purchasing Department use only

DELIVERY	F.O.B.	FEDERAL SALES TAX	TERMS	QUOTATION	STAMP	PREP BY	TYPED BY

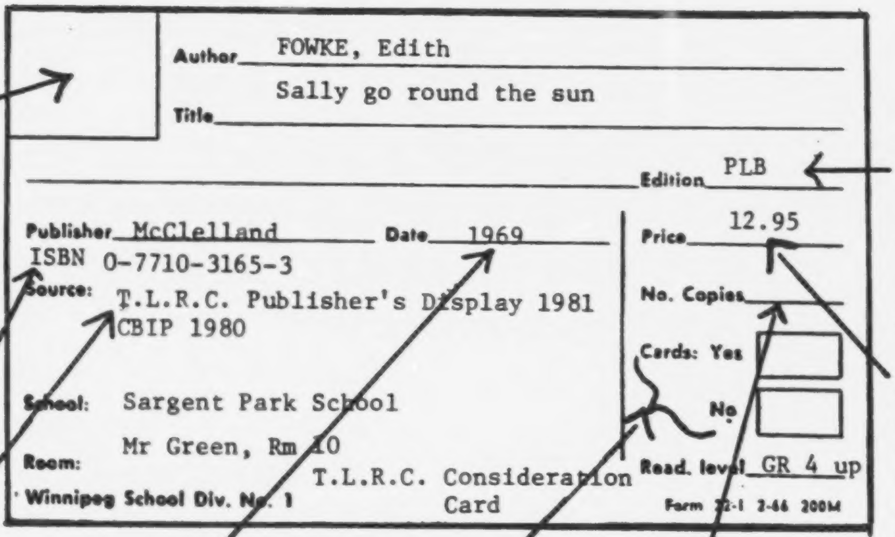
Disposition of copies:
Original — To be forwarded to the Purchasing Department.
Duplicate — To be retained for your records.
Triplicate — To be forwarded to the originating department.

[illegible]

FORM

22-1 CONSIDERATION CARDS (Buff Cards) See also 4.9.2

This card is used by teachers and librarians in selecting books, filmstrips, etc., for consideration for ordering. The author, title, publisher and price must be noted on each card, with any other important detail such as the ISBN number. These cards should be filed alphabetically by author (or title if no author is listed) or by Dewey classification (by 100's).



Author FOWKE, Edith

Title Sally go round the sun

Edition PLB

Publisher McClelland Date 1969

ISBN 0-7710-3165-3

Price 12.95

Source: T.L.R.C. Publisher's Display 1981
CBIP 1980

No. Copies

Cards: Yes ☐

No ☐

School: Sargent Park School

Room: Mr Green, Rm 10

Read. level GR 4 up

T.L.R.C. Consideration Card

Winnipeg School Div. No. 1

Form 22-1 2-66 200M

Leave this space blank until ordering item. See 4.9.2 for procedures for placing order.

Include ISBN No.

Where material was seen.

Copyright date helps identify a current edition.

Do not write in this space.

Limit of 3 duplicate copies

Revised, paperback or any other Special edition.

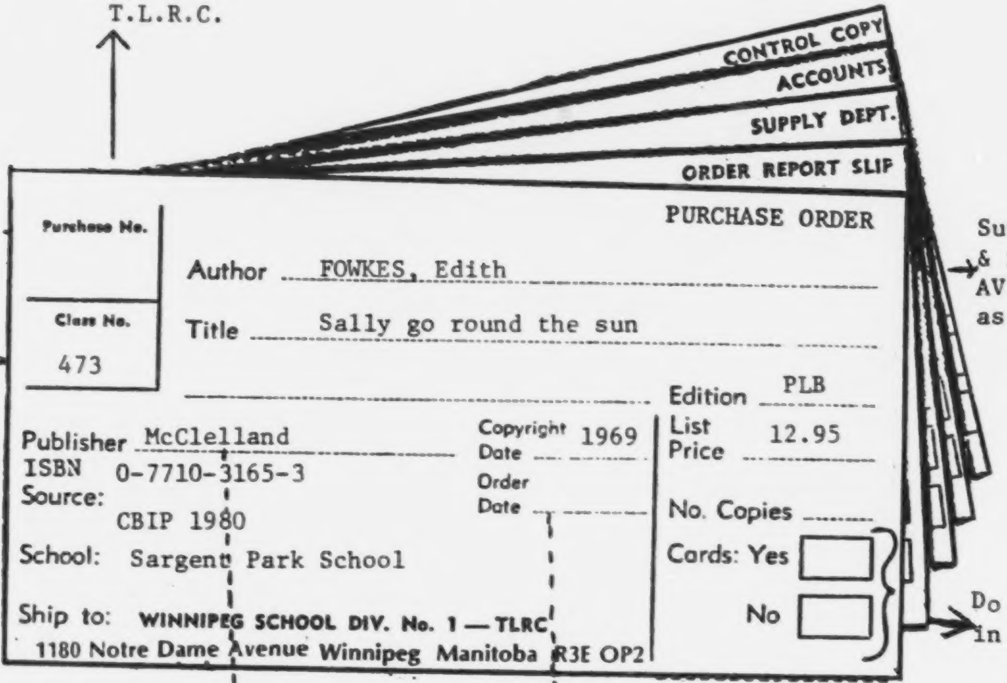
As shown in the book. If no information on pricing is available, make as accurate an estimate as possible. Pricing information should be verified in "in print" tools before placing order.

FORM

22-2 MATERIALS ORDER FORM (5 part) See also 4.9.2

These forms which are almost identical to Form 22-1 constitute the school's order form for library materials, Author, title, publisher, ISBN or ISSN, price, number of copies, school, and source are clearly indicated for each title. Completed slips are ARRANGED ALPHABETICALLY BY TITLE and sent to the T.L.R.C. at specific times designated during each school year. See section 4.9.2 for description of procedures for placing materials order.

Supplied at T.L.R.C.


CONTROL COPY
ACCOUNTS
SUPPLY DEPT.
ORDER REPORT SLIP

PURCHASE ORDER

Purchase No.

Class No. 473

Author FOWKES, Edith

Title Sally go round the sun

Edition PLB

Publisher McClelland

Copyright Date 1969

List Price 12.95

ISBN 0-7710-3165-3

Source: CBIP 1980

Order Date

No. Copies

School: Sargent Park School

Cards: Yes ☐

No ☐

Ship to: WINNIPEG SCHOOL DIV. No. 1 — TLRC
1180 Notre Dame Avenue Winnipeg Manitoba R3E OP2

School Code #

Surname, first & in capitals or AV format, such as FILMSTRIP

Do not write in this space

Actual publisher not Agent

Provided at T.L.R.C.

FORM

22-3 LIBRARY ORDER CARD See also 4.9.2

This card is attached to the front of each order as it is submitted. It is initialled by the librarian-in-charge. Slips are arranged alphabetically by title and then by form of material, e.g. books, filmstrips, slides, charts, behind this card. A duplicate card should be retained for school records and filed in the M.O.O. file.

LIBRARY ORDER CARD

Date Due: 15/11/82

SCHOOL Sargent Park School

Library (if 2 libraries) ____________

Regular Library Acct. ..100-275-000-380.......... 946.72

Special Library Acct. ....

Other Acct. ....

Total cost of this order $946.72

Arrange the book order alphabetically by title. Place slips for pictures, filmstrips, and AV materials behind the book order. Then attach this card and send to T.L.R.C. by Courier.

Form 22-3 Librarian's Initials: M. S.

See:

4.7.3	Library Budgets and Accounts - Regular - French Immersion Programs
4.7.4	Library Development Funds
4.7.5.1	Local Purchasing (Discretionary Funds)
4.7.5.2	Confirmation Orders
4.7.5.3	Reimbursement
4.7.6	Forms to Manage Your Money - Commitment of Funds
4.7.6.1	Forms to Manage Your Money - Form 4.7.6.1 - Procedure
4.8.6	Periodical Order Sheet

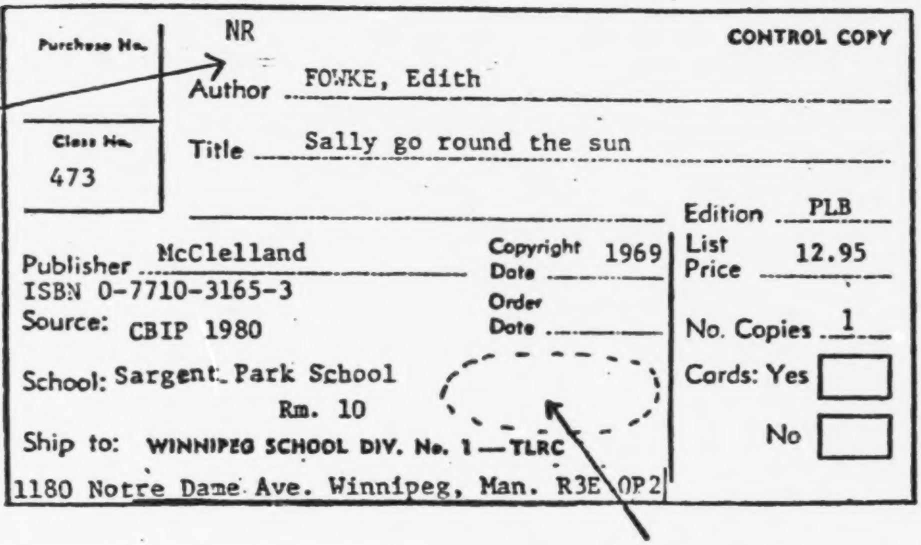
FORM

22-4 ORDER REPORTS

The control copy of the order form is always returned to the school. It will either arrive with the material, indicating the actual price paid, or it will arrive without the material with the reason for the materials not being supplied indicated at the top of the slip. The order report will use the following codes:

OP	Out of print
OS	Out of stock
OSI	Out of stock indefinitely
POS	Permanently out of stock
TOS	Temporarily out of stock
NCR	No Canadian rights
NOP	Not our publication
NLA	No longer available
NYP	Not yet published
NR	No report from supplier - material cancelled due to 90 day cancellation period.

Order Report code will be placed here if materials not being supplied



Purchase No.

NR

CONTROL COPY

Author FOWKE, Edith

Class No. 473

Title Sally go round the sun

Edition PLB

Publisher McClelland

ISBN 0-7710-3165-3

Source: CBIP 1980

Copyright Date 1969

Order Date

List Price 12.95

No. Copies 1

School: Sargent Park School

Rm. 10

Cords: Yes ☐

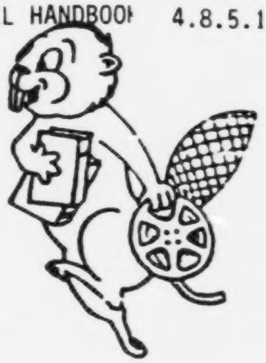
No ☐

Ship to: WINNIPEG SCHOOL DIV. No. 1 — TLRC

1180 Notre Dame Ave. Winnipeg, Man. R3E 0P2

Actual price will be indicated here if control copy returned with material

The Winnipeg School Division No. 1
Teachers Library & Resource Centre
1180 Notre Dame Avenue
Winnipeg Manitoba R3E OP2
Telephone
772 - 2474



TO: ______________________ SCHOOL ______________________

FROM: TLRC Acquisitions Department

RE: ORDER REPORTS

Enclosed are your order reports as completed to ______________. To keep you informed as to the status of your on order record file, we are sending the white copy of the five part order form from all cancelled materials. If you still wish to obtain this material, you may re-order at a later date.

To avoid confusion, the various symbols we have used in reporting your order are as follows:

OP	Out of print
OS	Out of stock
OSI	Out of stock indefinitely
POS	Permanently out of stock
TOS	Temporarily out of stock
NLA	No longer available
NYP	Not yet published
NR	No report from supplier - material cancelled due to 90 day cancellation period
NCR	No Canadian rights
NOP	Not our publication

If NOP's and NCR's are being reordered by TLRC the order report is returned to the school stamped "REORDERED BY TLRC" and dated. The Materials-on-Order (MOO) cards should not be pulled from your file for these items.

Other notes on the white slips should be self explanatory. If you have any questions, please feel free to call and ask.

pd

PERIODICAL ORDER SHEET

The Winnipeg School Division No. 1
1577 Wall Street East
Winnipeg, Manitoba
R3E 2S5 CANADA

SCHOOL________________________ DATE________________________

ADDRESS & POSTAL CODE________________________

PRINCIPAL________________________

Note to Schools: List periodicals alphabetically by title. Send two (2) copies to the Teachers' Library & Resource Centre, 1180 Notre Dame Avenue, Winnipeg, Manitoba, R3E 0P2, and retain one (1) copy for your file.

Note to Supplier: Expiry date is August 1983 unless otherwise noted. Have periodicals sent to the School Library listed. Address any inquiries to the Teachers' Library & Resource Centre, 1180 Notre Dame Avenue, Winnipeg, Manitoba, R3E 0P2 CANADA.

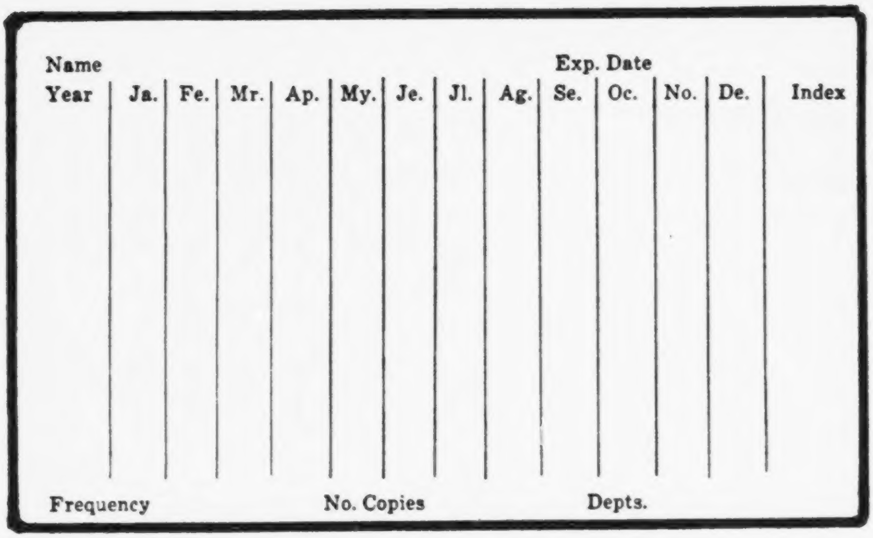
No. of Subs.	TITLE OF PERIODICAL	Unit Price	Total Price
	Procedure for Preparing Periodical Order: 1. Type double spaced. 2. Put renewals in alphabetical order. Indicate "R" for renewals in a column about ½" before price column. N.B. Include bulk purchases by the Division here, as appropriate to your school. Information on bulk purchases is published in March *Inklings* each year. 3. Next list new orders in alphabetical order, with source, address and price. Indicate "N" for new titles in a column about ½" before price column. 4. List cancellations at bottom, also in alphabetical order. NOTE: 1. Periodical order must be accompanied by Library Order Card (See 4.8.4) 2. If a school budget other than the regular library materials budget is being used to purchase periodicals, the periodical should be accompanied by a 4-1 requisition (available from the school office).		

FORM

22-5 PERIODICAL RECORD CARDS See also 4.9.5

These are the standard commercial cards used in all Winnipeg schools to record the receipt of periodicals. They assist in indicating issues not received, assessing bindery needs and providing accurate data for re-ordering of periodicals each spring.

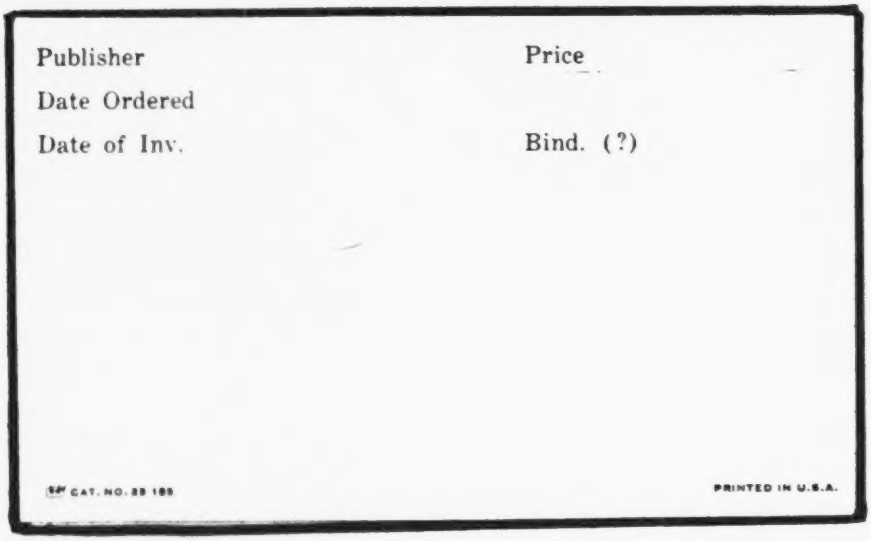
NOTE: If you do not receive an issue please advise T.L.R.C. Order Desk immediately so appropriate action can be taken.



Name Exp. Date

Year	Ja.	Fe.	Mr.	Ap.	My.	Je.	Jl.	Ag.	Se.	Oc.	No.	De.	Index

Frequency No. Copies Depts.



Publisher Price

Date Ordered

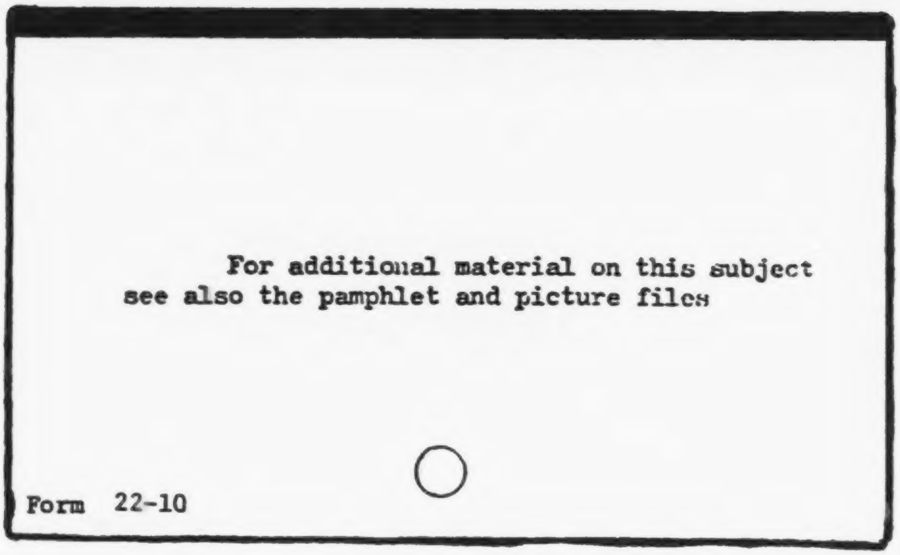
Date of Inv. Bind. (?)

CAT. NO. 23 188 PRINTED IN U.S.A.

FORM

22-10 **PAMPHLET FILE SUBJECT CARD** See also 4.10.5

Quantities of these basic cards are available to complete the subject analysis of the picture and/or pamphlet file in the card catalogue.



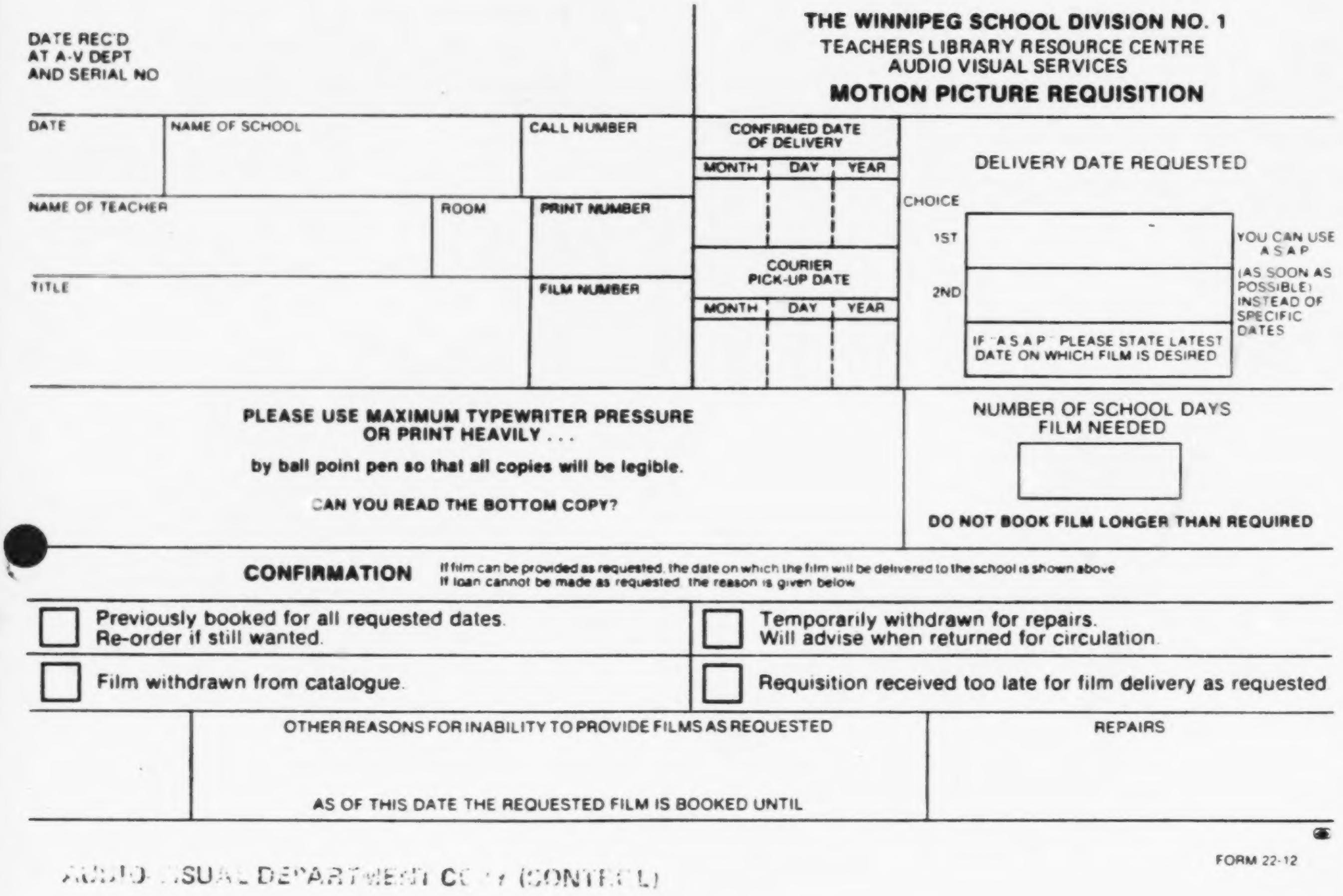
For additional material on this subject see also the pamphlet and picture files

Form 22-10

Colored border

FORM

22-12 **FILM BOOKING REQUEST** See also 5.8



DATE REC'D
AT A-V DEPT
AND SERIAL NO

THE WINNIPEG SCHOOL DIVISION NO. 1
TEACHERS LIBRARY RESOURCE CENTRE
AUDIO VISUAL SERVICES
MOTION PICTURE REQUISITION

DATE	NAME OF SCHOOL		CALL NUMBER	CONFIRMED DATE OF DELIVERY MONTH / DAY / YEAR
NAME OF TEACHER		ROOM	PRINT NUMBER	COURIER PICK-UP DATE MONTH / DAY / YEAR
TITLE			FILM NUMBER	

DELIVERY DATE REQUESTED

CHOICE
1ST
2ND

IF "A S A P" PLEASE STATE LATEST DATE ON WHICH FILM IS DESIRED

YOU CAN USE A S A P (AS SOON AS POSSIBLE) INSTEAD OF SPECIFIC DATES

PLEASE USE MAXIMUM TYPEWRITER PRESSURE OR PRINT HEAVILY . . .
by ball point pen so that all copies will be legible.
CAN YOU READ THE BOTTOM COPY?

NUMBER OF SCHOOL DAYS FILM NEEDED

DO NOT BOOK FILM LONGER THAN REQUIRED

CONFIRMATION If film can be provided as requested, the date on which the film will be delivered to the school is shown above
If loan cannot be made as requested the reason is given below

☐ Previously booked for all requested dates. Re-order if still wanted.	☐ Temporarily withdrawn for repairs. Will advise when returned for circulation.
☐ Film withdrawn from catalogue.	☐ Requisition received too late for film delivery as requested

	OTHER REASONS FOR INABILITY TO PROVIDE FILMS AS REQUESTED AS OF THIS DATE THE REQUESTED FILM IS BOOKED UNTIL	REPAIRS

FORM 22-12

AUDIO-VISUAL DEPARTMENT COPY (CONTROL)

These forms are available in quantity (100) from T.L.R.C. Audiovisual Services.

Before sending the form to T.L.R.C., remove the bottom page and file alphabetically by title for a school record of films requested.

A minimum of five working days is required for return of forms to schools. The confirmations should be filed by confirmed date.

4.8.10 REPAIR SERVICES FORMS

4.8.10.1 Receipt of equipment form

When T.L.R.C. receives equipment for repair, a white receipt form is sent to the school.

4.8.10.1

T. L. R. C.

A. V. SERVICES SERVICE REPORT CONFIRMATION

DATE RECEIVED ____________________ SCHOOL ______________________________

ITEM ____

THIS IS TO ACKNOWLEDGE THAT THE ABOVE PIECE OF EQUIPMENT HAS BEEN RECEIVED FOR REPAIR BY THE A. V. SERVICES.

Upon completion, repairs and costs are listed on a green copy of the white receipt form you have already received:

T. L. R. C. SERVICE REPORT

DATE REC'D. ____________ SCHOOL ____________________

ITEM ____

PARTS ____________________________________ $ __________

____________________________________ $ __________

____________________________________ $ __________

____________________________________ $ __________

____________________________________ $ __________

SUB-TOTAL $ __________

P.S.T. $ __________

TOTAL COST $ __________

REPAIRS ____

____

DATE COMPLETED ____________ SERVICED BY ______________

This green copy, along with others from your school, are compiled monthly and sent to the school attached to an itemized list of costs incurred for A.V. equipment repair (See 4.8.10.3). These costs are charged to the school accordingly. The school pays only for parts used and not labour time involved. If the equipment has had to be sent to a commercial outlet, labour costs will be charged to the school as well.

4.8.10.3

AUDIO-VISUAL SERVICES

The Winnipeg School Division No. 1

Teachers Library & Resource Centre

1180 Notre Dame Avenue
Winnipeg Manitoba R3E OP2
Telephone
772 - 2474

_______________SCHOOL

The following parts were supplied from Audio-Visual SERVICES stock in the repairing of audio-visual equipment belonging to your school during the month of _______________, 19 __. These parts will be charged to your school budget allocation.

Item repaired	Date	Quantity	Description	Cost
			TOTAL	

Certified Correct _______________
Audio-Visual Consultant

FORM 22-13 BINDING SLIP

4.8.11

BINDING SLIP
The Winnipeg School Division No. 1

Room	**Spine Lettering Print exactly as given below**
Date	
Style	**Author**
	Title
Cloth	
Color	**Call Number**

Comments:

BINDING SLIP
The Winnipeg School Division No. 1

School

Room	**Spine Lettering Print exactly as given below**
Date	
Style	**Author**
	Title
Cloth	

BINDING SLIP

Available in uncut sheets, these slips are used to identify library materials worth commercial repairing. These forms are adhered with rubber cement to the top of the page following the verso of the title page. The information on this slip MUST BE ACCURATE.

The Winni

School

Room	**Spine** **Print e**x**ctly as given below**
Date	
Style	**Author**
	Title
Cloth	
or	**mber**

Comments:

BINDING SLIP
The Winnipeg School Division NO. 1

School

Room	**Spine Lettering Print exactly as given below**
Date	
Style	**Author**
	Title
Cloth	
Color	**Call Number**

Comments:

FORM	
4-32	ANNUAL REQUISITION FOR AUDIO-VISUAL SUPPLIES.
4-5	ANNUAL REQUISITION FOR AUDIO-VISUAL EQUIPMENT.
22-14	ANNUAL REQUISITION FOR LIBRARY EQUIPMENT, FURNISHINGS AND SUPPLIES.

These forms (in triplicate and color coded) are used to request the year's equipment and supplies. They will come to your principal with a covering letter indicating procedures, dates, etc. The school retains one copy for its records and forwards two for budget purposes.

Note that orders are received in the schools approximately one year after the forms are completed. For assistance in anticipating needs, examine the previous year's requisition form.

See the attached sample forms.

4.8.12.1

Form 4-33

The Winnipeg School Division No. 1

Purchasing Department

Requisition for Audio Visual Supplies

No. 81 044

School ____________________

270-000-384

Date ____________________

ITEM NO.	DESCRIPTION	UNIT	Approx Price	QUANTITY	Shpd.
	Non-Permanent Transparency Marking Pens				
65630	—Green	Ea.	.31		
65632	—Red	Ea.	.31		
65634	—Blue	Ea.	.31		
65636	—Black	Ea.	.31		
	Permanent Transparency Marking Pens				
65620	—Green	Ea.	.31		
65622	—Red	Ea.	.31		
65624	—Blue	Ea.	.31		
65626	—Black	Ea.	.31		
10015	Acetate Rolls 50'x10"x.005"	RL	3.34		
10016	Acetate Rolls 50'x10 1/4"x.005"	RL	3.25		
10019	Acetate Sheets 8 1/2"x 11" x .005" (100 per box)	BX	3.90		
52773	Transparency Framing Mounts (50 per box)	BX	4.03		
83215	Masking Tape 3/4" x 60 yds.	RL	.52		
47780	Transparency Hinges	BX	3.87		
	Rub-on Transfer Letters				
51121	Small	SH	4.68		
51124	Medium	SH	3.66		
51127	Large	SH	5.75		
86090	Transparencies Dry Process Type 383 Clear (Boxed 100)	BX	18.80		
86098	Transparencies Dry Process Type 389R Colored (Boxed 100)	BX	13.58		
83700	Recording Tape — Reel Type 900'	Ea.	1.48		
83720	Recording Tape — Cassette Type C 30	Ea.	.54		
83725	Recording Tape — Cassette Type C 60	Ea.	.63		
83730	Recording Tape — Cassette Type C 90	Ea.	.96		
24100	Cassette Head Cleaning Kit	Ea.	1.90		
70560	16MM Projector Take-up Reel 400'	Ea.	1.76		
70565	16MM Projector Take-up Reel 1200'	Ea.	4.54		
70569	16MM Projector Take-up Reel 1600'	Ea.	5.00		
22095	Audio Jumper Cable - PPE	Ea.	.79		
22098	Audio Jumper Cable — PPG	Ea.	1.31		
22101	Audio Jumper Cable — CJ 3066	Ea.	1.36		
26582	Record Cleaning Cloth	Ea.	.80		
25523	Belt Cleaner (MMM)	BT	4.00		
73349	Master Carrier — Silk Screen	Ea.	1.33		

4-5
THE WINNIPEG SCHOOL DIVISION NO. 1

NO. 81 092

PURCHASING DEPARTMENT

SCHOOL

Signature of Principal

DATE

REQUISITION FOR EDUCATIONAL EQUIPMENT AND FURNITURE - 1981

AUDIO-VISUAL EQUIPMENT:

Item	Unit	Approx. Cost	Quantity		School Area or Dept.
			Add.	Repl.	
LISTENING STATION c/w 8 headsets	Ea.	145.00			
PROJECTOR - 16mm sound	Ea.	905.00			
PROJECTOR - 35mm filmstrip	Ea.	155.00			
PROJECTOR - 35mm carousel filmslide	Ea.	250.00			
PROJECTOR - overhead with roll attachments	Ea.	210.00			
PROJECTOR - opaque, H.D., 10" x 10" aperture	Ea.	800.00			
PROJECTOR - opaque, portable, 5" x 5" aperture	Ea.	350.00			
PROJECTOR SCREEN 70" x 70" wall	Ea.	50.00			
PROJECTOR SCREEN 70" x 70" tripod	Ea.	85.00			
PROJECTOR CART - 26"H	Ea.	55.00			
PROJECTOR CART - 34"H	Ea.	60.00			
PROJECTOR CART - 42"H	Ea.	65.00			
RADIO - portable, AM/FM, AC/DC operation	Ea.	50.00			
RECORD PLAYER - for single classroom use	Ea.	130.00			
RECORD PLAYER - for open area classroom use	Ea.	160.00			
RECORD PLAYER - for auditorium use	Ea.	240.00			
TAPE RECORDER - reel type	Ea.	370.00			
TAPE RECORDER cassette type for student use	Ea.	75.00			
TAPE RECORDER cassette type for high quality recording	Ea.	135.00			
PROJECTOR - Super 8mm filmloop	Ea.	230.00			

AUDIO-VISUAL EQUIPMENT (Continued)

Item	Unit	Approx. Cost	Quantity		School Area or Dept.
			Add.	Repl.	
FILMSTRIP VIEWER individual, with audio cassette playback	Ea.	285.00			
FILMSTRIP VIEWER individual	Ea.	40.00			
REAR PROJECTION SCREEN individual or small group use	Ea.	40.00			
REAR PROJECTION SCREEN large group use	Ea.	80.00			
VIDEO EQUIPMENT:					
OTHER A.V. EQUIPMENT (microphones, slide trays, etc):					

MAP RAILING AND HOOKS

Item	Unit	Approx. Unit Cost	Quantity	State Room No. and Number of Feet per Room
MAP RAILING	Ft.	2.00 per ft.		
MAP HOOKS	Ea.	.45		

NO. L 81 090

THE WINNIPEG SCHOOL DIVISION NO. 1
PURCHASING DEPARTMENT
1981 BUDGET REQUESTS

SCHOOL ____________________

____
Signature of Principal

DATE ____________________

LIBRARY EQUIPMENT, FURNISHINGS AND SUPPLIES

EQUIPMENT AND FURNISHINGS

Item	Approximate Value	Unit	Quantity	
			Additional	Replacement
Tables:				
Rectangular 60" x 36" x 30" H	80.00	one		
Trapezoidal 30" x 30" x 30" x 60" x 30" H	70.00	one		
Round 48" diameter x 30" H	80.00	one		
Chairs - with book rack	20.00	one		
Catalogue Card unit for 3" x 5" cards -				
2 Drawer with rods	27.00	one		
5 Drawer with rods	130.00	one		
15 Drawer with rods, top, shelf and legs	650.00	one		
25 Drawer with rods, top, shelf and legs	825.00	one		
Base, legs, top and shelf unit	200.00	one		
Cassette storage Unit	50.00	one		
Filing Cabinet - 3 drawer, legal size, color - grey	110.00	one		
Stools:				
Kick-Up	35.00	one		
High with back	38.00	one		
Dictionary Stand:				
Single-face revolving	85.00	one		
Double-face revolving	110.00	one		
Book Truck:				
Steel, double-face display	120.00	one		
Steel, utility, 1 Flat shelf	130.00	one		
Phono Record Display and Storage Unit	475.00	one		
Telephone		one		
Hassock - circular	23.00	one		

NO. L 81 090

EQUIPMENT AND FURNISHINGS (Continued)

Item	Approximate Value	Unit	Quantity	
			Additional	Replacement
Typewriter - Elite Type	300.00	one		
Desk:				
Secretary's	275.00	one		
Teacher's	160.00	one		
Chair - Secretary's	65.00	one		
Princeton Files: (metal)				
Small 5"	1.80	one		
Regular 8"	2.20	one		
Large 10"	2.75	one		
Pamphlet file boxes (cardboard)				
Small - 11 x 9 x 4	8.50	one		
Large - 14 x 9 x 4	8.50	one		
Book Supports - Metal:				
Standard Size	.90	one		
Over-Size	1.20	one		
Paperback Display Racks:				
Square	70.00	one		
Stapler	4.50	one		
Miscellaneous:				
Electric pencil	10.00	one		
Bro-Dart Card Sorter	14.00	one		
Filmstrip storage containers	4.00	one		
3-hole paper punch	30.00	one		
Paper cutter (small)	45.00	one		
Scissors (8" shears)	5.00	one		
Xacto knife	2.00	one		
Xacto blades	1.50	pkg.		
Bone folder	4.00	one		

LIBRARY SUPPLIES

Item	Approx. Value	Unit	Quantity
Alphabetical Catalogue Guides 1/5 cut, 3" x 5"	.70	set	
Angled tab catalogue guides	.17	one	
Blank catalogue guides, 1/5 cut	.11	one	
Rubber Bands, assorted	.36	box	
Book jackets, plastic, 10" (pkg. of 100)	15.50	pkg.	
Book jackets, plastic, 12" (pkg. of 100)	20.25	pkg.	
Book jackets, plastic, 15" (pkg, of 100)	28.50	pkg.	
Book pockets (pkg. of 100)	1.25	pkg.	
Call number labels (pkg. of 1000)	2.95	pkg.	
Cards, book (circulation)(pkg. of 1000)	7.20	pkg.	
Cards, catalogue, punched, 3" x 5" (pkg. of 100)	.40	pkg.	
Charging tray guides, blank, 3" x 6"	.04	one	
Clips, paper (box of 100)	.12	box	
Cement, rubber (32 oz. tin)	1.40	tin	
Thinner for rubber cement (32 oz. tin)	1.35	tin	
Date due slips (pkg. of 1000)	.75	pkg.	
File folders, plain tab, legal, ST cut	.05	one	
File guides, legal, 1/5 cut	4.30	set	
Paper, manilla tag, 11" x 14"	.02	sht.	
Paper, transfer, white, heat applied 1" x 100'	2.00	roll	
Paper, transfer, black, heat applied 1" x 100'	2.00	roll	
Plastic, adhesive, white liquid (book saver)	1.90	btle.	
Paste, library, 16 oz.	2.30	btle.	
Tape, Magic mending, 3/4" x 36 yds.	1.15	roll	
Tape, attaching, ½" x 72 yds.	3.05	roll	
Tape, masking, 3/4" x 60 yds.	.45	roll	
Rectangular pressure-sensitive labels (pkg. of 200) 1½ x 3"	3.50	box	
Tape cassette labels, pressure-sensitive (pkg. of 500)	3.50	box	
Polycon, pressure-sensitive labels (pkg. of 500)	5.00	box	
Film-slide album pages (2" x 2")	3.00	one	

LIBRARY SUPPLIES (Continued)

Item	Approximate Value	Unit	Quantity
Self-adhesive reinforcements (Roll - 225)	1.25	roll	
Tape, book 3" blue	7.00	roll	
Tape, book 3" red	7.00	roll	
Tape, book 3" green	7.00	roll	
Plastic magazine covers - (10" x 8-3/4")	7.25	one	
(11½" x 9-1/8")	7.25	one	
Tape, hinge, white 1½"	1.70	roll	
"Ask the Librarian" catalogue card	.45	one	
"How to use this Catalogue" - guide	.25	one	
Stamp pad - black	1.50	one	
Date Stamp - Band type	.80	one	
Staples	.60	box	

THE WINNIPEG SCHOOL DIVISION NO. 1
Building Department

BUDGET REQUIREMENTS FOR 19___ - ALTERATIONS AND IMPROVEMENTS

Please type in duplicate. Send one copy to the Acting Director of Maintenance and keep one copy for your records.

DATE ______________ SIGNATURE ____________________________ SCHOOL ____________________

LOCATION Department and Room No.	Description of Work in Detail. Include Sketch where Applicable.

BUDGET REQUEST FORM FOR ALTERATIONS OR IMPROVEMENTS FOR INSTRUCTIONAL OR ADMINISTRATION PURPOSES

This form is used to request alterations, improvements and items of a maintenance nature. It will come to your principal with a covering letter indicating procedures, dates, etc.

4.8.13. 2
Page No. ______

THE WINNIPEG SCHOOL DIVISION NO. 1
Building Department

BUDGET REQUIREMENTS FOR 19___ - MAINTENANCE

Please type in duplicate. Send one copy to the Acting Director of Maintenance and keep one copy for your records.

DATE ______________ SIGNATURE ______________________________ SCHOOL __________________________

LOCATION Department and Room No.	Description of Work in Detail. Include Sketch where Applicable.

BUDGET REQUEST FORM FOR MAINTENANCE

This form is used to request alterations, improvements and items of a maintenance nature. It will come to your principal with a covering letter indicating procedures, dates, etc.

Form 6-25

No. 0564 4.8.14

The Winnipeg School Division No. 1

Break in, damage & loss report ______________ School/Location

To the Building Department

Discovered by ______________ Date Discovered ______ Time Discovered ______

Reported to police by ______________ Date Reported ______ Time Reported ______

Reported to Building Dept. by ______________ Date Reported ______ Time Reported ______

Numbers of 6-1's issued ______________ 4-1's issued ______________

Entry gained by (briefly describe location & method): ______________

List Articles	Damaged	Stolen	W.S.D.No.	Serial No	Model No

See instructions for completing form on verso of this page.

Description of building damage: ______________

Form completed by ______________ Title ______________ Date ______

For Building Department Use Only

Estimated cost of repairs: (Dollars only)

Trade	Labour	Materials	Total	Account
Totals				

Disposition of copies: Original - To be forwarded to Building Dept.
Duplicate - To be forwarded to Building Dept.
Triplicate - To be retained for your records

INSTRUCTIONS FOR COMPLETION OF BREAK-IN DAMAGE AND LOSS REPORT

1. Name of school or building.
2. Name of person who discovered incident
   - A) Date discovered
   - B) Time discovered.
3. Name of person who reported incident to Police
   - A) Date reported
   - B) Time reported.
4. Name of person who reported incident to Building Department
   - A) Date reported
   - B) Time reported.
5. Numbers of all 6-1's issued for repairs.
6. Numbers of all 4-1's issued for replacement of articles.
7. Briefly describe incident -

   Example: Window in Room 27 broken (where possible, identify location by room number shown on the School Master Plan)
8. List all articles stolen or destroyed that Purchasing Dept. would replace.
   Include Division equipment No. (W.S.D. No.) where applicable.
   (If necessary use an extra sheet)
9. Give a brief description of any building damage.
10. Name and Title of person completing report.
11. Date Report completed.

It is important that these events be reported promptly to the Division Office on the required form and that the police be informed in reference to break-ins, damage to buildings, loss and mysterious disappearance.

4.8.15
5944

FORM 6-1

THE WINNIPEG SCHOOL
DIVISION No. 1
BUILDING DEPARTMENT
WORK REQUISITION

Please provide all information requested below:

School/Location ____________________

Date ____________________

REPAIRS ONLY. ☐ Due to **Vandalism** (if by Permit Holder, give Permit No.) ____________________
☐ Routine repairs

Detailed Description (indicate location based on Master Plans)

OTHER WORK — Detailed Description (Give reasons for request and indicate location based on Master Plans)

REQUESTED BY	POSITION/TITLE	DATE WORK REQUIRED	CONFIRMATION OF WORK COMPLETED ☐

FOR BUILDING DEPARTMENT USE ONLY

☐ Urgent
☐ Routine
☐ Budget

	TRADE	ACCOUNT NUMBER
Account Distribution		

Special Instructions: ☐ BEEF Required ☐ BEEF on File

APPROVED BY	POSITION/TITLE	DATE

DATE WORK COMPLETED	COMMENTS
FOREMAN'S SIGNATURE	

Return To Building Department When Work Completed

363

DISPOSITION OF COPIES:
ORIGINAL — BUILDING DEPARTMENT
DUPLICATE — BUILDING DEPARTMENT
TRIPLICATE — ORIGINATOR

BUILDING DEPARTMENT COPY

4.8.16

№ 32475

Form 2—5—100 Bks. (Trip.)—8-76

THE WINNIPEG SCHOOL DIVISION No. 1

ACCIDENT REPORT

School ....

Principal ....

Date .... 19 ....

Pupil ....

Age .... **Grade** .... **Room No.** ....

Teacher in charge at time of accident ....

Parent or Guardian ....

Address ....

---

(1) Date and time of accident .... 19 .... at .... a.m. p.m.

(2) In what part of school premises was injury sustained? ....

(3) Was teacher present or supervising? Yes .... **No** ....

(4) Nature of injury and location on body ....

....

....

(5) Cause of injury (state as fully as possible circumstances leading to injury): ....

....

....

....

....

....

(6) Name of person who applied first aid ....

(7) Name of one or two witnesses to injury: (a) ....

(b) ....

(8) Did pupil remain in school? Yes .... **No.** .... **Insured? Yes** .... **No** ....

(9) Was pupil sent home? (how and with whom?) ....

(10) Was pupil sent to hospital? (how and with whom)? ....

(11) Was doctor called? Yes .... **No** .... **Name** .... **Time** .... a.m. p.m.

(12) Was parent notified? (If so, by whom?) ....

(13) Please add any further information which you consider important:

....

(14) Solicitor's Comments ....

....

SUPERINTENDENT'S COPY

FORWA[illegible] [illegible]GINAL EDUCATION DATA SERVICES
[illegible]NARY COPY SCHOOL DIV OR DIST OFFICE

THIS BOX IS FOR OFFICE USE ONLY

Education Data Services

MANITOBA

PROFESSIONAL PERSONNEL RECORD

GUIDE FOR COMPLETING PROFESSIONAL PERSONNEL RECORD FORMS

DATA COLLECTION AUTHORIZED BY THE MANITOBA PUBLIC SCHOOLS ACT SECTION 283 CLAUSE (F)

The Professional Personnel Record form is for completion by all instructional personnel (teachers, principals, superintendents, supervisors, etc.) employed by the public, private, parochial or other school systems with responsibility for instruction from Nursery to Grade 12.

Each teacher must complete a Professional Personnel Record Form in September or on the first working day if appointed at any subsequent time during the school year. A teacher who changes schools within a division, or moves from one division to another, during the school year also must complete a new form at that time.

This form is used to simplify the collection of teacher data and minimize duplication of data collected by several sources on various forms.

SOCIAL INSURANCE NUMBER | SURNAME | GIVEN NAMES | MAIDEN NAME

MAILING ADDRESS - STREET OR BOX NUMBER | TOWN OR CITY | [illegible] CODE | HOME TELEPHONE NO.

PERSONAL DATA (MARK WITH AN X)

BIRTH DATE: DAY MONTH YEAR

SEX: M F

MARITAL STATUS: SINGLE MARRIED OTHER

HIGHEST GRADE COMPLETED

SECONDARY EDUCATION DATA

PROVINCE OR COUNTRY IN WHICH COMP[illegible]

[illegible]NSTRUCTION DATA

[illegible]TE:

[illegible] OF INSTRUCTION YOU USE — ENGLISH — FRENCH

[illegible]S) OF INSTRUCTION IN WHICH [illegible]E QUALIFIED TO TEACH

UNIVERSITY DEGREE OR DIPLOMA DATA | UNIVERSITY OR GRANTING AUTHOR[illegible] | COUNTRY IN WHICH OBTAINED | YEAR OBTAINED

TRAINING AND SPECIALIZATION DATA

SPECIFY THE MAJOR SUBJECT SPECIALIZATIONS OR TRAINING AREAS IN WHICH YOU HAVE COMPLETED THREE OR MORE FULL YEAR UNIVERSITY COURSES OR EQUIVALENTS.

FIRST MAJOR

SECOND MAJOR

POSITION DATA (X ONE ONLY)

REGULAR CLASSROOM TEACHER ....

IF YOU ARE A REGULAR CLASSROOM TEACHER, WHICH OF THE FOL[illegible] DESCRIBES YOUR TEACHING SITUATION? (SEE INSTRUCTIONS)

SINGLE CLASS SINGLE GRADE ☐ ☐ MULTI CLASS SINGLE GRADE ☐

SINGLE CLASS MULTI GRADE ☐ ☐ MULTI CLASS MULTI GRADE ☐

RELIEVING OR SUBSTITUTE TEACHER ....

DESIGNATED DEPARTMENT HEAD (STATE DEPT. BELOW) ....

PRINCIPAL ....

VICE-PRINCIPAL ....

SUPERINTENDENT ....

ASSISTANT SUPERINTENDENT[illegible]

ALL OTHERS (SEE INSTRUCTIONS)

STATE POSITION TITLE

AND SPECIALTY

[illegible] DATA

[illegible]ALL MANITOBA TEACHING CERTIFICATES YOU HOLD.
[illegible]OMITTED, PLEASE STATE THE TYPE, NUMBER AND EXPIRY DATE

CERTIFICATE TYPE | CERTIFICATE NUMBER | EXPIRY DATE DAY MONTH YEAR

[illegible]AL TEACHING CERTIFICATE
[illegible]OU RECEIVED YOUR INITIAL TEACHING [illegible]RTIFICATE OUTSIDE MANITOBA STATE:

PROVINCE OR COUNTRY WHERE ISSUED | YEAR WHEN ISSUED

INITIAL TEACHER EDUCATION

IF YOU RECEIVED YOUR INITIAL TEACHER EDUCATION OUTSIDE MANITOBA STATE:

PROVINCE OR COUNTRY WHERE OBTAINED | YEAR WHEN OBTAINED

CURRENT EMPLOYMENT DATA SCHOOL DIVISION OR D[illegible] | DIV OR DIST NO | SCHOOL NAME (ENTER "DIVISION OFFICE" IF YOU ARE BASED THERE)

370

371

4.8.17

[illegible] EMPLOYMENT BEGAN		EMPLOYMENT STATUS		
MONTH	YEAR	FULL TIME	PART TIME	PART TIME PERCENTAGE
34A	34B	35A	35B	35C %

PROFESSIONAL DEVELOPMENT DATA (SEE INSTRUCTIONS)

ENTER YEAR AND CODE FOR KIND (SUMMER, EVENING OR EXTENSION) FOR YOUR MOST RECENT PROFESSIONAL AND ACADEMIC COURSE(S) IN EACH OF THE FOLLOWING COURSE CATEGORIES

			YEAR	CODE
UNIVERSITY ACADEMIC COURSE		38A		
UNIVERSITY PROFESSIONAL COURSE		38B		
MANITOBA TEACHER'S SOCIETY SPONSORED COURSE		38C		
DEPARTMENT OF EDUCATION SPONSORED COURSE		38D		

WORKLOAD ASSIGNMENT DATA

THIS BOX FOR OFFICE USE ONLY

INDICATE THE PERCENTAGE OF YOUR SCHOOL WEEK (INSTRUCTIONAL WEEK = 27½ HRS.) ASSIGNED TO:

TEACHING (INCLUDING TEACHING REGULAR CLASSES AND TUTORIAL INSTRUCTION) .... %
LIBRARY .... %
SUPERVISION OF STUDY PERIODS .... %
COUNSELLING .... %
ADMINISTRATION AND SUPERVISION OF INSTRUCTION (PRINCIPALS, ETC.) .... %
PREPARATION TIME .... %
OTHER DUTIES NOT SPECIFIED ABOVE .... %

NOTE: THE PERCENTAGE REPORTED HERE MUST TOTAL 100% FOR BOTH FULL-TIME AND PART-TIME TEACHERS. USE WHOLE PERCENTAGES ONLY. (SEE INSTRUCTIONS)

TEACHER EXPERIENCE DATA

(TEN TEACHING MONTHS EQUAL ONE YEAR)

	TEACHING EXPERIENCE TO END OF LAST JUNE		
	YEARS MONTHS		YEARS MONTHS
I. WITH PRESENT EMPLOYER (SCHOOL DIVISION, ETC.)		42A	
II. WITH OTHER EMPLOYERS IN MANITOBA:			
i) PUBLIC SCHOOL SYSTEM		42B	
ii) PRIVATE AND/OR PAROCHIAL SCHOOLS		42C	
iii) INDIAN AFFAIRS		42D	
iv) DEPT OF NATIONAL DEFENCE		42E	
v) IN OTHER SCHOOLS, COLLEGES OR UNIVERSITIES IN MAN.		42F	
III. OUTSIDE THE PROVINCE OF MANITOBA		42G	
IV. NO. OF YEARS EXPERIENCE AS A CERTIFICATED TEACHER (.25 = ¼ YEAR, .50 = ½ YEAR, .75 = ¾ YEAR, 1.00 = 1 YEAR)	YEARS		YEARS

SEE INSTRUCTION GUIDE ITEM 42

STATE DETAILS OF TEACHING EXPERIENCE OUTSIDE MANITOBA (MOST RECENT FIRST) (TEN TEACHING MONTHS EQUAL ONE YEAR)

N.B. ACCURATE INFORMATION IS REQUIRED IN THIS AREA TO ASSESS THE FEASIBILITY OF INTER-PROVINCIAL PENSION PORTABILITY

	PROVINCE OR COUNTRY		YEARS	MONTHS
43				
43				
43				
43				

LAST YEAR'S ACTIVITY DATA (X ONE ONLY)

(DURING PRECEDING SCHOOL YEAR SEPTEMBER TO JUNE)

TEACHING OR EMPLOYED IN PRESENT SCHOOL DIVISION OR DISTRICT .... 44A ☐
TEACHING ELSEWHERE IN MANITOBA .... 44B ☐
(SPECIFY DIVISION OR DISTRICT) 44C
TEACHING OUTSIDE MANITOBA .... 44D ☐
(SPECIFY PROVINCE OR COUNTRY) 44E
ATTENDING A TEACHER TRAINING INSTITUTION (TEACHER'S COLLEGE OR UNIVERSITY FACULTY OF EDUCATION) i) IN MANITOBA .... 44F ☐
ii) OUTSIDE MANITOBA .... 44G ☐
(SPECIFY PROVINCE OR COUNTRY) 44H

ATTENDING UNIVERSITY OR OTHER POST SECONDARY SCHOOL OTHER THAN A TEACHER'S COLLEGE OR FACULTY OF EDUCATION i) IN MANITOBA .... ☐
ii) OUTSIDE MANITOBA .... ☐
(SPECIFY PROVINCE OR COUNTRY) 44K
ATTENDING HIGH SCHOOL .... ☐
PROFESSIONAL OR EDUCATIONAL LEAVE .... 44M ☐
HOMEMAKING .... 44N ☐
SELF-EMPLOYED .... 44O ☐
UNEMPLOYED .... ☐
OTHER (SPECIFY) 44U

ENROLMENT DATA

IF YOU TEACH ONE CLASS ONLY, INDICATE CURRENT CLASS ENROLMENT 45B
IF YOU TEACH MORE THAN ONE CLASS, INDICATE CURRENT NUMBER OF CLASSES TAUGHT 45C
AVERAGE CLASS SIZE (EXCL. TUTORIALS AND TEAM-TEACHING GROUPS) 46A
SMALLEST CLASS SIZE (EXCL. TUTORIALS) 46B
LARGEST CLASS SIZE (EXCL. TEAM-TEACHING GROUPS) 46C

IF YOU TEACH IN ANY SUBJECT FIELD(S) 1/3 TIME OR MORE, INDICATE THE SUBJECT FIELD(S) BELOW USING THE SUBJECT CODES LISTED IN ITEM 52. IF SUBJECT CODE IS NOT SHOWN SPECIFY SUBJECT FIELD BY NAME.

SUBJECT CODE	OR SUBJECT FIELD NAME
49C	
49D	
49E	

SUBJECT ASSIGNMENT DATA

SUBJECT CODE	SUBJECT NUMBER OR LEVEL	GRADES (OR EQUIVALENT) TAUGHT	SUBJECT CODE	SUBJECT NUMBER OR LEVEL	GRADES (OR EQUIVALENT) TAUGHT
52A	52B	52C			
52G	52H	52I			
52M	52N	52O			
52S	52T	52U			
53A	53B	53C			
53G	53H	53I			
53M	53N	53O			

IF THE SUBJECT YOU TEACH DOES NOT APPEAR IN THE LIST SUPPLIED, SPECIFY THE SUBJECT BELOW AND STATE GRADES (OR EQUIVALENT) TAUGHT

SUBJECT NAME	GRADES (OR EQUIVALENT) TAUGHT

IF YOU SUPERVISE ONE OR MORE STUDENT INITIATED PROJECTS (SIP) CODE "X" AND INDICATE GRADE(S) – (10, 11, 12) .... ☐ ☐ ☐ ☐

IF YOU TEACH ONE OR MORE SCHOOL INITIATED COURSES (SIC) CODE "X" AND INDICATE GRADE(S) – (10, 11, 12) .... ☐ ☐ ☐ ☐

CIRCLE TH[illegible] [illegible]ADES (OR EQUIVALENT) YOU TEACH
N K [illegible] 4 5 6 7 8 9 10 11 12 S

CIRCLE THE GRADES (OR EQ[illegible] [illegible]NT) YOU SUPERVISE
N K 1 2 3 4 5 6 7 [illegible] 11 12 S

NOTE: N = NURSERY K = KINDERGARTEN S = SPECIAL

DATE ________________

MG 3153 8.79 210 0

4.8.17 cont.

FORM
2-38

THE WINNIPEG SCHOOL DIVISION NO. 1 4.8.18

SUPERINTENDENT'S DEPARTMENT

REQUEST FOR SHORT LEAVE OF ABSENCE

TO THE SUPERINTENDENT'S DEPARTMENT
THE WINNIPEG SCHOOL DIVISION NO. 1
1577 WALL STREET EAST
WINNIPEG R3E 3S5, MANITOBA

DATE ______________________ 19___

TEACHER'S NAME MR MRS MISS ______________________ (PLEASE PRINT) SCHOOL ______________________

I REQUEST PERMISSION TO BE ABSENT FROM SCHOOL ON THE FOLLOWING DATE(S)

____

FOR THE PURPOSE OF (PLEASE BE SPECIFIC) ______________________

____

IF A SUBSTITUTE IS REQUIRED, ARRANGEMENTS ARE TO BE MADE BY THE TEACHER IN THE USUAL WAY

TEACHER'S SIGNATURE ______________________

I RECOMMEND THAT PERMISSION BE GRANTED PRINCIPAL'S SIGNATURE ______________________

(FOR OFFICE USE ONLY)

PERMISSION IS GRANTED AS REQUESTED ABOVE

DEDUCTIONS FOR THIS ABSENCE

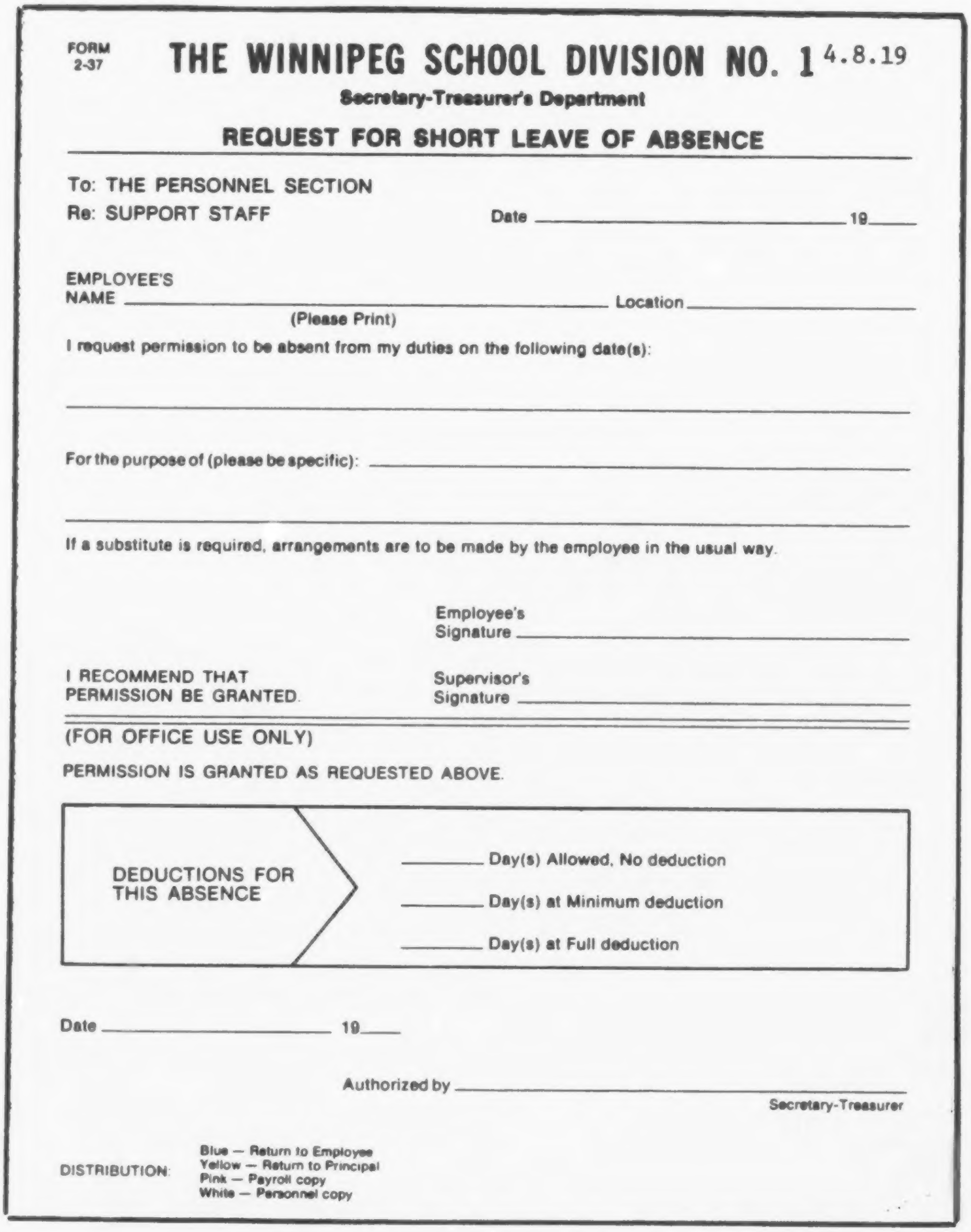
________ DAY(S) ALLOWED, NO DEDUCTION
________ DAY(S) @ SUBSTITUTE RATE FOR THE TEACHER'S CLASSIFICATION
________ DAY(S) @ ACTUAL COST OF SUBSTITUTE
________ DAY(S) @ 1/200TH OF ANNUAL SALARY FOR EACH DAY OF ABSENCE

BILL TO BE SENT TO: DEPT OF EDUCATION ☐ M T S ☐ W T A ☐
☐ OTHER ______________________

DATE ______________________ 19___

AUTHORIZED BY ______________________
ASSISTANT SUPERINTENDENT

DISTRIBUTION:
WHITE RETURN TO TEACHER
YELLOW TO PRINCIPAL
PINK TO PAYROLL DEPARTMENT
BLUE OFFICE COPY



FORM 2-37

THE WINNIPEG SCHOOL DIVISION NO. 1 4.8.19

Secretary-Treasurer's Department

REQUEST FOR SHORT LEAVE OF ABSENCE

To: THE PERSONNEL SECTION

Re: SUPPORT STAFF

Date ______________________ 19____

EMPLOYEE'S NAME ______________________ (Please Print) Location ______________

I request permission to be absent from my duties on the following date(s):

____

For the purpose of (please be specific): ______________________________

____

If a substitute is required, arrangements are to be made by the employee in the usual way.

Employee's Signature ______________________

I RECOMMEND THAT PERMISSION BE GRANTED.

Supervisor's Signature ______________________

(FOR OFFICE USE ONLY)

PERMISSION IS GRANTED AS REQUESTED ABOVE.

DEDUCTIONS FOR THIS ABSENCE

______ Day(s) Allowed, No deduction

______ Day(s) at Minimum deduction

______ Day(s) at Full deduction

Date ______________________ 19____

Authorized by ______________________ Secretary-Treasurer

DISTRIBUTION:
Blue — Return to Employee
Yellow — Return to Principal
Pink — Payroll copy
White — Personnel copy

4.8.20

Form 3-4A

THE WINNIPEG SCHOOL DIVISION NO. 1

CERTIFICATE COVERING

Absence on Account of Illness of ....

(Give Full Name)

....

(School or Department)

Winnipeg........................19 ....

To the Secretary-Treasurer,
The Winnipeg School Division No. 1.

THIS IS TO CERTIFY that I have been absent from my duties on account of illness for a total of .... working days, the date(s) of my absence being as follows:

.... 19 ....

I hereby certify that to the best of my knowledge I am fit to resume duty and free from any disease which might be communicated to the pupils or others.

.... (Countersigned by Principal or Department Head)

.... (Signature of Employee)

INSTRUCTIONS: This certificate may be used by employees in place of a medical certificate for an illness of 3 consecutive working days or less and shall be filed on return to duty. Such certificate shall be filed with the principal of the school in which employed or the department head as may be appropriate, who in turn will forward it to the Secretary-Treasurer by the end of the month in which the absence occurred. In case of absence of one half day, indicate whether a.m. or p.m.

4.8.21
Form 3-4

THE WINNIPEG SCHOOL DIVISION NO. 1

MEDICAL CERTIFICATE
Covering Absence on Account of Illness of ....
(Give Full Name)

....
(School or Department)

Winnipeg .... 19 ....

To the Secretary-Treasurer,
The Winnipeg School Division No. 1.

THIS IS TO CERTIFY that I have been in attendance upon the above named for

.... from .... 19.... to .... 19 ....
(Diagnosis)

a total of .... working days. The above named is now physically fit to resume duty and is free from any disease which might be communicated to the pupils or others.

.... M.D.

....
(Office Address)

INSTRUCTIONS: Principals or Department Heads should provide each employee with a copy of this form to be kept at home in order that it will be available if required. Employees when absent more than 3 consecutive working days on account of illness, shall file a medical certificate immediately upon return to duty. Such certificate shall be filed with the principal of the school in which employed or the Department Head as may be appropriate, who in turn will forward it to the Secretary-Treasurer by the end of the month in which the absence occurred.

4.8.22
Form 3-73

THE WINNIPEG SCHOOL DIVISION NO. 1

t-Time and Temporary School Clerks Time Report for the Month of ____________ 19____

Name: ____________ Social Insurance No. ____________
(if new employee)
Address: ____________ School: ____________

Days Worked: (Regular Schedule – Actual Dates are required)

Dates a.m. ____________
p.m.

Details of Absence: (Illness, Personal Business, etc.)

Date ____________ Reason: ____________
Date ____________ Reason: ____________
Date ____________ Reason: ____________

* Days worked in excess of schedule:

Dates a.m. ____________
p.m.

Total days (for office use only) ____________

Certified correct:

____________ (Signature of Clerk)

____________ (Principal)

IMPORTANT:

- * – No days in addition to regularly scheduled days may be worked unless authorized in advance by the Personnel Officer or Personnel Assistant. (775-0231)
- – Clerks working in more than one school are required to complete one form for each school.
- – Absences should be indicated on the regular Salary Reports in the correct manner.
- – Part-time clerks should be listed by name and schools only on the Final Salary Report under Section III.
- – This form is to be attached to the Final Salary Report.

FOR DIVISION BOARD OFFICE USE ONLY

Distribution Code ____________ Employee No. ____________

School No. ____________

____________ Days at $ ____________ per day

SALARY	GENERAL DEDUCTION	GROSS PAY	UN. INSCE.		PENSION	TAX	C. P. P.	FIRST NET

Other Deductions – code ____________ amt. ____________
____________ ____________
____________ ____________

VACATION PAY @____ % = ____________

Prepared: ____________ Checked: ____________ Keypunched: ____________ Verified: ____________

Form 3 - 31

School ____________________

Date ____________________

WINNIPEG SCHOOL DIVISION NO. 1

REQUEST FOR REIMBURSEMENT

School Claim Number ☐☐☐☐☐☐

								FOR OFFICE USE ONLY		
Account Description	School Account No.						Amount	Ref. No.		
					1	2			1	1
					1	2			1	1
					1	2			1	1
					1	2			1	1
					1	2			1	1
					1	2			1	1
					1	2			1	1
					1	2			1	1
					1	2			1	1
					1	2			1	1
					1	2			1	1
					1	2			1	1
					1	2			1	1
					1	2			1	1
			TOTAL CLAIM							

- Original copy to Purchasing Department.
- Duplicate copy to be retained by the school.
- All supporting documents to be attached.

The above material has been received:

(signature of Clerk, Teacher, etc.)

Certified Correct:

(signature of Principal)

FOR OFFICE USE ONLY:

Reviewed by:

(Account Payable Clerk)

Approved for Payment:

(Purchasing Agent)

VENDOR NO. & ABBREV.	VOUCHER NO.

ORIGINAL

4.9.2 CLERICAL PROCEDURES FOR PLACING MATERIALS ORDER

1. Materials selection is the joint responsiblity of the librarian, the teaching staff and the school administration.

2. Requests for materials should be recorded in detail on T.L.R.C. Consideration Cards (Form 22-1) (See section 4.8.2)

3. Requests for book or print material should be stored alphabetically by author in the CONSIDERATION FILE. Additions to this file may be made at any time.

   One may prefer using Dewey #'s in Consideration File by 100's to help balance the collection when ordering. Duplication of cards may cause confusion for some.

4. Requests for commercially produced audio-visual materials should also be made out on Consideration Card Form 22-1, with the form name, e.g., FILMSTRIP appearing clearly on the author line. These cards should be arranged alphabetically by title in the Consideration File behind the book requests. File dividers should show the separation between various formats.

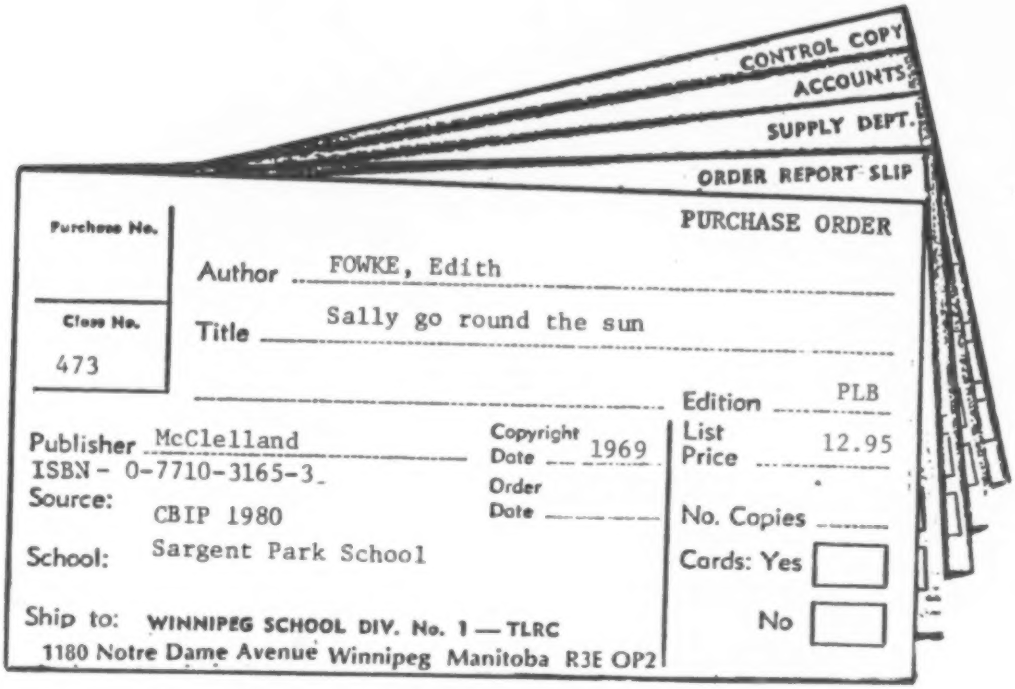
5. The librarian selects from the Consideration File those items which are to be ordered for any specific order.

6. Check the school library's public catalogue to avoid unintentional duplication in purchses of items which are already on the shelves. Duplicate items are ordered only on the authorization of the librarian.

7. Check the current MATERIALS-ON-ORDER (M.O.O.) file to see if requested item is presently on order. If so, do not re-order without checking with the librarian. (To omit this step could result in needless duplication of the item.)

8. Complete order information for the remaining items should be checked using appropriate "Books-in-Print" searching tools. (Phone the T.L.R.C. Reference Technician to arrange a time to do the searching at the T.L.R.C.)

9. Type T.L.R.C. Material (5 part) Order Form 22-2 to match the Consideration Card. Include as much accurate detail as possible. Be sure to type the school name at the bottom of the slip.



CONTROL COPY
ACCOUNTS
SUPPLY DEPT.
ORDER REPORT SLIP
PURCHASE ORDER

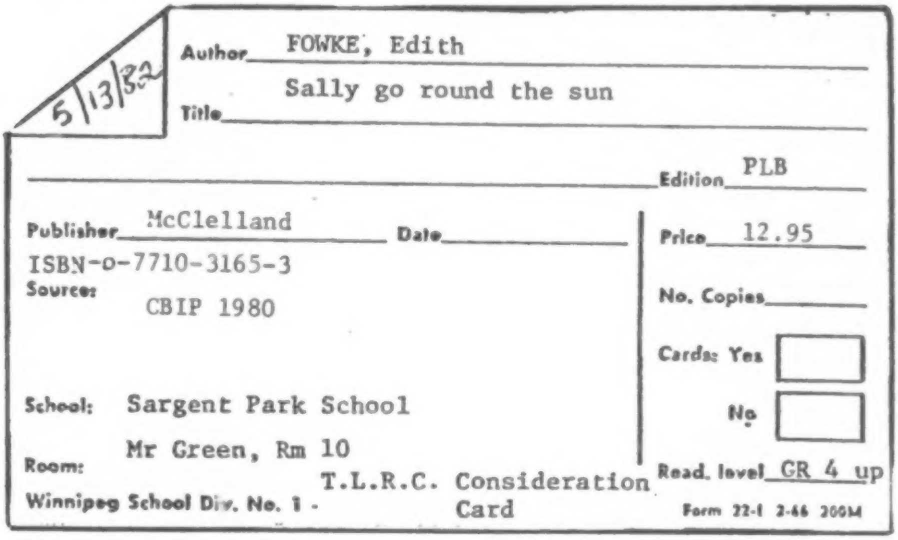
Purchase No.
Class No. 473

Author FOWKE, Edith
Title Sally go round the sun
Edition PLB

Publisher McClelland
Copyright Date 1969
List Price 12.95
ISBN - 0-7710-3165-3
Source: CBIP 1980
Order Date
No. Copies
School: Sargent Park School
Cards: Yes ☐
No ☐

Ship to: **WINNIPEG SCHOOL DIV. No. 1 — TLRC**
1180 Notre Dame Avenue Winnipeg Manitoba R3E OP2

10. Clip corner from Consideration Card and indicate date order was placed in the remaining portion of the box in the upper left hand corner of the card.
See example below.



5/13/82

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Date
Price 12.95
ISBN-0-7710-3165-3
Source: CBIP 1980
No. Copies
Cards: Yes ☐
No ☐
School: Sargent Park School
Room: Mr Green, Rm 10
Read. level GR 4 up
Winnipeg School Div. No. 1 - T.L.R.C. Consideration Card
Form 22-1 2-66 200M

11. File the Consideration Cards (Form 22-1) for materials ordered in the MATERIALS-ON-ORDER file (M.O.O.):

    - Books and other print items - alphabetically by author.
    - Audio-visual materials - alphabetically by title.

12 Organize completed Order Forms (Form 22-2) alphabetically by title within each format - books, filmstrips, transparencies, etc. Place forms for pictures, filmstrips, etc., behind the book order.

13. Total the estimated cost for the complete order.

14. Complete the Library Order Card (Form 22-3). Indicate the date the order is due, not the date the typing of the order is completed.

LIBRARY ORDER CARD

Date Due: 15/11/82

SCHOOL Sargent Park School

Library (if 2 libraries) ____________

Regular Library Acct. 100-275-000-380 .... 946.72

Special Library Acct. ....

Other Acct. ....

Total cost of this order. . . . .$ 946.72

Arrange the book order alphabetically by title. Place slips for pictures, filmstrips, and AV materials behind the book order. Then attach this card and send to T.L.R.C. by Courier.

Form 22-3

15. Check total estimated cost to the library and check against allocation of authorized funds. Schools are requested not to over-spend the sum authorized by the Board.

16. Make a duplicate Library Order Card for the school records. File it in front of the M.O.O. file.

17. Place the Library Order Card on top of the prepared Materials Order Forms and secure with an elastic band.

18. Have the librarian initial the Library Order Card.

19. Send the order to the T.L.R.C. by Courier.

4.9.3 CLERICAL PROCEDURES FOR RECEIPT OF NEW MATERIALS IN THE LIBRARY

1. Check for total number of cartons.
2. Check labels on cartons for correct school delivery.
3. Unpack cartons, arranging books according to Call Number and verify:
    a. School ownership markings.
    b. Materials Order Form and item received.
    c. Catalogue cards, circulation card and pocket with item received.
4. Materials that have been delivered to the wrong library should be returned to the T.L.R.C. with an explanatory note.
5. Separate card sets and Form 22-2 (Material Order Forms). Hence three piles result: Items received; Materials Order Forms; Catalogue Cards.
6. Use the Materials Order Forms to note any items requested by teachers and flag these items with the teachers' names.
7. Send materials to the librarian for examination and consideration. Ask the librarian to check items to ascertain those to be placed in the Professional Library, Reference Collection, etc., as well as to indicate whether audio visual materials will be shelved as kits or components.
8. Match Materials Order Forms (22-2) with Consideration Cards (22-1) on file in Materials-On-Order file.
    a. Destroy both order form and consideration card when they match.
    b. Draw the librarian's attention to materials for which there is no Consideration Card. These may represent special items sent from T.L.R.C. The order forms for these items do not need to be retained any further.
9. The following tasks should be completed before cards in a set are separated:
    a. Mark any special designations on card sets (PL, R, Oversize, etc.) as indicated by librarian (See #7 above).
    b. Mark spine, circulation card, pocket and title page of these items with the appropriate designation.

c. Mark any special designations or cross references needed for A.V. materials on card sets, circulation cards, pockets and manuals, as appropriate.

d. If you are still using color coding for AV cards, it should be done at this stage.

10. Separate SL cards and subject cards from other cards.

a. Arrange SL cards in precise Call Number order with Fiction and/or Easy (E) and story Collection (SC) items alphabetically at the end of the group.

b. Use the SL cards to type a list of new acquisitions to be distributed as the librarian decides. The use of humorous graphics will help to attract attention.

c. Retain at least one copy of the list for library office files. Update the tally of new materials for the Annual Report statistics.

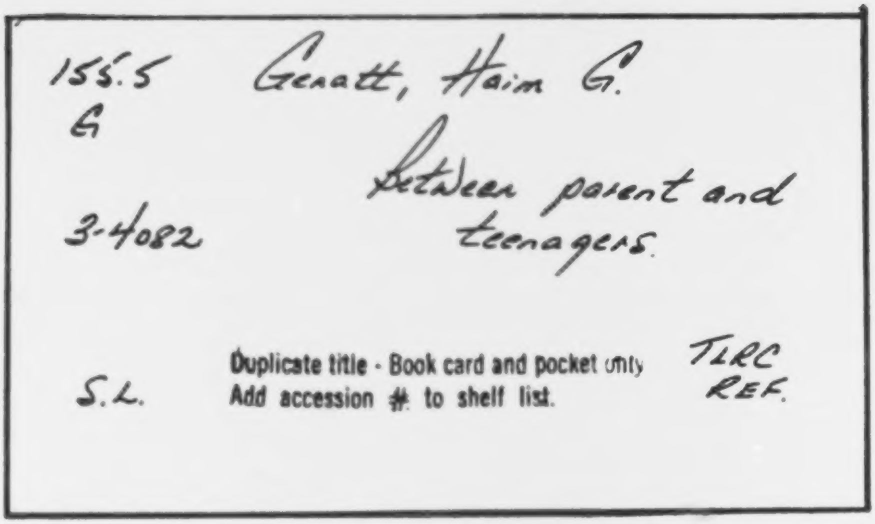
d Inter-file new shelf list cards into present Shelf List File.

e Arrange the subject cards in alphabetical order. Check the headings in your Sears List of Subject Headings. Type any "See" and/or "See Also" cards.

f. Subject cards and all other cards can now be filed in alphabetical order.

- Rough file cards
- Fine file cards
- Integrate cards into public catalogue. A volunteer or regular student assistant can be trained to fine file cards for the Public Catalogue. When the library clerk is filing in the Public Catalogue, a check can be made of the accuracy of the assistant's filing.

11. When duplicate copies of previously held titles are acquired by a school, the Accession Number must be transferred from the hand-written Duplicate Shelf List Card to the Shelf List Card which is already on file.



155.5 Genatt, Haim G.
G

Between parent and teenagers.

3-4082

S.L. Duplicate title - Book card and pocket only
Add accession # to shelf list.

TLRC
REF.

12. Should discrepancies appear during the filing, the items under question should be pulled from the shelves, along with the card sets and presented to the librarian for resolution. If a decision cannot be reached, the cataloguer at the T.L.R.C. could be contacted. Regular reporting of discrepancies discovered in the schools is an important service to the Centre in its efforts to maintain standards and consistency.

13. Shelve or place on display the items returned from the librarian.

4.9.4

Abridged ALA Filing Rules

based on 2d. ed. 1968

This abridgement of ALA Rules for Filing Catalog Cards 2d. ed. abridged, 1968 has been adapted for school division use by T.L.R.C. catalogers. The 1968 edition has been chosen instead of the outdated 1942 edition.

A 1980 edition has been published. Adoption of this newest edition would require extensive refiling and was therefore thought inappropriate at this time.

These abridged rules are intended for use as guidelines for filing in the card catalog. From time to time local practice may require a change in the rules. These changes should be recorded in the school library's copy of the Library Media Services Personnel Handbook to ensure continuity.

"See also" references should be made at any time that a person or corporate body, known by two or more names or variations of a name, has cards filed in separate places in the card catalog.

e.g.

Twain, Mark
see also
Clemens, Samuel Langhorn

Royal Canadian Mounted Police
see also
R. C. M. P.

It is suggested that the card catalog be systematically reviewed one drawer at a time to check for consistency of filing and need for cross references.

T.L.R.C. catalogers may be phoned at any time regarding interpretation and implementation of rules. You may wish to purchase ALA Rules for Filing Catalog Cards 2d. ed. abridged, 1968 published by ALA.

Abridged ALA Filing Rules

based on 2d. ed. 1968

1. ALPHABETICAL ARRANGEMENT.

1.1 Basic Rules.

1.1.1 Arrange entries alphabetically word by word, alphabeting letter by letter within the word.

1.1.2 Apply the principle "nothing before something," considering the space between words as "nothing". Disregard initial articles, such as "A", "An", and "The" at the beginning of a title.

Example:

I met a man
Im Wandel der Jahre
Image books
Image of America
Images of America
Imaginary conversations
In an unknown land
In the days of giants
Inca

1.1.3 In a dictionary catalog interfile author, title, subject, and series entries in one alphabet.

1.1.4 Disregard all accents and diacritical marks.

Example:

Muel, Léon
Muellen, Abraham
Muenscher, Joseph
Mullen, Allen
Müllen, Gustav
Mullen, Pat

1.1.5 Disregard punctuation marks that are part of the title or corporate name.

Example:

Life
Life - a bowl of rice
"Life after death"
Life, its true genesis

American Association for Health and Physical Education
American Association for Health, Physical Education and Recreation.

1.2 Abbreviated forms.

1.2.1 Arrange initials as one-letter words, before longer words beginning with the same initial letter.

1.2.2 Arrange initials standing for names of organizations as initials, not as if spelled in full.

Example for 1.2.1 and 1.2.2

A
A. A.
AAAA
AAA Foundation for Traffic Safety
AAAS Conference on Science Teaching . . .
AACE
A., A. J. G.
AAUN news
"A" and "B" mandates
A., Andre C. H., see ...
A., J.
Aa, Pieter van der
Aabel, Marie

UHF television
U. N., see United Nations
U. N. diary
U. N. E. C. A. (reference)
U N headquarters
U.N.I.C.E.F. (reference)
The U N record
U.S.O.
U - 2 INCIDENT, 1960 (U - TWO)
Uarov, M. I.

1.2.3 Arrange acronyms as words, unless written all in capitals with a space or period between the letters.

Example:

U. D. F.
U. N. E. S. C. O., see ...
U. R. S. S.
Unemployment
Unesco
UNESCO bibliographical handbooks

1.2.4 Arrange abbreviations as if spelled in full, except "Mrs." which is filed as written.

1.2.5 Arrange elisions, contractions, and possessives as written. Disregard the apostrophe and treat as one word any word or contraction of two words that contains an apostrophe unless the apostrophe is followed by a space.

Example:

Boys and girls at school
Boys' and girls' book of indoor games
The boys' book of airships
Boy's book of body building

Bibliothèque d'art
Bibliothèque de la Fondation Thiers
Bibliothèque de l'Usine
Bibliothèque d'histoire

1.2.6 Disregard signs, such as ... or -- at the beginning of or within titles, and arrange by the word following the signs.

1.2.7 Arrange the ampersand (&) as if written out.

1.2.8 Arrange signs and symbols ordinarily spoken as words as if they were written out (+, -, x, $, ¢).

1.3 Arrange numerals as if spelled out as they are spoken, placing "and" before the last element in English compound numbers.

Example:

112 Elm Street	(one twelve)
One's, two's, three's	
101 best games for teenagers	(one hundred and one)
130 feet down	(one hundred and thirty)
Twenty-four hours	
2400 business books	(twenty-four hundred)
Twenty-four portraits	
Nineteen centuries of Christian song	
1918, the last act	(nineteen eighteen)
Nineteen eighty-four	
The 1950's come first	(nineteen fifties)
The 1956 Presidential campaign	(nineteen fifty-six)
1943 war job guide for women	(nineteen forty-three)
1940-1942 (poem)	(nineteen forty to nineteen forty-two)

1.4 Interfile variant forms of the same word according to the form used in Sears List of Subject Headings or the most commonly accepted current usage if the words are not in Sears.

1.4.1 Arrange hyphenated words as separate words when the parts are complete words that can each stand alone.

Example: Epoch-making

1.4.2 Arrange all other hyphenated words as one word.

1.5 Names - Alphabeting.

1.5.1 Arrange compound proper names (with or without a hyphen) as separate words.

Example:

Hall Co., Tex.
Hall-Edwards
Hall of fame
Hall Williams,
Hallam,

Martin-Dairvault,
Martin de Almagro,
Martin de la Escalera,
Martin del Campe,
Martin Deslandes,

New Jersey
A new way of life
New York
Newark

Saint among the Hurons
Saint-Gaudens,
St. Petersburg
Saint Vincent
Saintaux,
Sainte-Beuve,
Saintes,
San Antonio
San Francisco
Sanborn

1.5.2 Arrange proper names with a prefix as one word.

Example:

De senectute
De Alberti, Amelia
Defoe,
De la Roche,
Delaware
Del Mar, Eugene

Elagin, Ivan
EL ALAMEIN, BATTLE OF, 1942 (Arabic place name)
Elam, Elizabeth
El Dorado, Ark. (Spanish place name)
Eldorado, Neb.
El-Wakil, Mohamed Mohamed (Arabic personal name)
Elwell

Obie,
O'Brien,
Obrig,

1.5.3 Arrange names beginning with the prefix M ' and Mc as if written Mac.

Example:

Mach,
McHenry,
Machinery,
MacHugh,
Machuron,

1.5.4 Arrange hyphenated North American Indian names as one word.

Example:

Absalom's conspiracy
Ab-sa-ra-ka, home of the Crows
Absaroka Mountains, Kentucky

2. ORDER OF ENTRIES.

2.1 Interfile all entries beginning with the same word.

Example:

Love
Bowen, Elizabeth

LOVE
Magoun, F. Alexander

Love
Mamis, Justin

Love and beauty
Love, John L.
LOVE, JOHN L.
LOVE, MATERNAL
LOVE POETRY
LOVE - QUOTATIONS
Love songs, old and new
LOVE (THEOLOGY)
Love, William
Love your neighbor

2.2 Arrange surname entries with same surname by forenames.

2.2.1 An inital precedes a fully written surname.

Example:

Smith,
Smith, J
Smith, John
Smith, John A.
Smith, John Andrew
Smith, William

2.2.2 Names without dates precede identical names with dates. Names with dates are filed chronologically. The earliest date is filed first.

Example:

Smith	(title)
Smith, Adam	
Smith, Captain	
Smith College	
Smith, J.	
Smith, John	
Smith, John, 1563-1616	
Smith, John, b. 1823	
Smith, John A.	

2.2.3 Interfile compound surname entries with titles etc. following entries for the first part of the name alone.

Example:

Lloyd Brothers
Lloyd George, David
Lloyd guide to Australia
Lloyd, William
Lloyd-Williams, Richard
Lloyd's of London

2.2.4 Arrange given name entries after the single surname entries of the same name interfiling alphabetically with titles etc.

Example:

Charles	
Charles, Duke of Parma	
Charles, King of Great Britain	
The Charles men	(title)
Charles, William	

2.3 For identical author entries arrange in the following order:

works by the author

works about the author

Example:

HOMER	(subject)
Homer The odyssey.	(author, title)
HOMER THE ODYSSEY	(subject)
Homer The toils and travels of Odysseus.	(author, title)

2.4 Editions with the same title are arranged in chronological order with latest date first.

Example:

Schultz, William John
American public finance.
3d. ed. 1942

Schultz, William John
American public finance.
2d. ed. 1938

2.5 Corporate entries are arranged in their alphabetical places like titles.

Example:

Canadian leader in world affairs	(title)
Canadian Library Association	(corporate heading)
Canadian life in the eighties	(title)

2.5.1 All subdivisions of a corporate body are to be considered in filing. The following bodies are to be filed in this order.

Manitoba. Department of Education. Library.
Manitoba. Dept. of Education. Measurement and evaluation Branch.
Manitoba. Dept. of Education. School Broadcasts Branch. Instructional Media Services.
Manitoba. Dept. of Education. School Film Services Branch. (Note: Dept. is filed as if spelled in full).

2.6 Entries beginning with a geographical name are interfiled with entries of the same name used as a surname.

Example:

Lincoln, Eng.
LINCOLN HIGHWAY
Lincoln, Neb.
LINCOLN, NEB. - Biography
Lincoln, William Sever
LONDON
London, Jack
LONDON, ONT. - HISTORY
LONDON - WHARVES
New York (City)
NEW YORK (CITY) - CHARITIES
New York City folklore (title)
New York (County)
New York Public Library
New York (State)
New York State Bar Association
NEW YORK (STATE) - HISTORY

2.7 Arrange a subject and its subdivision, etc., in groups in the following order:

Subject without Subdivision

Period divisions, arranged chronologically by the first date in the heading

Subject with alphabetical subdivisions

Example:

CANADA
CANADA - FOREIGN RELATIONS
CANADA - HISTORY
CANADA - HISTORY - 0 - 1763, NEW FRANCE
CANADA - HISTORY - 1763-1867
CANADA - HISTORY - WAR OF 1812
CANADA - HISTORY - 1837-1838, REBELLION
CANADA - HISTORY - 1900-1999, 20th CENTURY
CANADA - HISTORY - BIBLIOGRAPHY
Canada history book (title)
CANADA - HISTORY - ENCYCLOPEDIAS

2.8 A cross reference or explanatory note precedes all other entries under the same word or words.

Example:

The County fair
COUNTY FINANCE, see...
COUNTY FINANCE
COUNTY GOVERNMENT

2.9 Initial articles are to be disregarded in filing.

e.g. For French and English languages ignore A, An, Un, Une, The, Le, La, L', Les when filing.

4.9

ACQUISITION OF MATERIALS

✓ 4.9.1 ORDERING DATES

✓ 4.9.2 CLERICAL PROCEDURES FOR PLACING MATERIALS ORDER

✓ 4.9.3 CLERICAL PROCEDURES FOR RECEIPT OF NEW MATERIALS IN THE LIBRARY.

✓ 4.9.4 FILING RULES

✓ 4.9.5 PERIODICALS

4.9.5 PERIODICALS

As a prime source of current and contemporary information, a collection of periodicals should be acquired in each school. Many can be used briefly, then discarded or dismembered for use in vertical files. Several should be cumulated and stored for reference in Princeton files. A special group of titles are bound as part of the permanent reference collection - e.g. National Geographic, Canadian Geographical Journal, The Beaver, Current History, Scientific American.

To give ready access to important periodicals, a number of indexes are available: Reader's Guide to Periodical Literature, Canadian Periodical Index, Abridged Readers' Guide, National Geographic Index and Subject Index to Children's Magazines.

The T.L.R.C. holds a collection of professional and educational periodicals with a number of specialized indexes. The Union List of Periodicals for the Division identifies holdings in the school libraries as well as the E.R.C's and the T.L.R.C.

See 4.8.6, 4.8.7 and 4.11.3 for additional information on ordering, recording and binding.

ORGANIZATION AND CIRCULATION OF MATERIALS

✓ 4.10.1 CIRCULATION SYSTEMS

✓ 4.10.2 NON-BOOK MATERIAL

✓ 4.10.3 REFERENCE MATERIAL

✓ 4.10.4 PERIODICALS

✓ 4.10.5 VERTICAL FILE

✓ 4.10.6 AV EQUIPMENT

✓ 4.10.7 SCHEDULING

✓ 4.10.8 OVERDUE MATERIALS

✓ 4.10.9 REDUCING LOSS
  ✓ 4.10.9.1 SECURITY SYSTEMS
  ✓ 4.10.9.2 OTHER TECHNIQUES

✓ 4.10.10 RESERVE SYSTEMS

4.10.11 ARCHIVAL MATERIAL

4.10.1 CIRCULATION SYSTEMS

Purpose

The basic principle underlying all circulation systems is the need to promote equal sharing and efficient interchange of materials with adequate flexibility of borrowing routines to permit maximum use of the resources available.

Policy

There are several equally efficient ways of organizing the circulation of the collection. Therefore, each school needs to make some fundamental decisions regarding the circulation of library materials, the aim being to develop the best type of circulation system for that particular school.

In developing a circulation system for the school library, the librarian and school administrator, in consultation with the staff, need to establish a policy governing the circulation system. This policy should include guidelines regarding access to resources, the type of records kept and recommended circulation procedures.

When a circulation policy has been established it needs to be put in writing and duplicated. Copies should be given to each teacher and each library staff member, including student assistants and adult volunteers. In addition, a copy needs to be kept in the library policy and procedure manual. (See 1.3.3)

It is desirable to include in a policy document the particular responsibilities for implementation of the circulation system to be assumed by the librarian, library technical assistant, library clerk, student library assistants, adult volunteers and patrons, including both teachers and students.

Access to Material Resources and Audio Visual Equipment

There are basically two types of circulation systems. One is the "permissive type" with unrestricted circulation of all materials and audio visual equipment in the library to all patrons. The other is the "non-permissive type" which is restrictive in whatever ways the librarian, the administrator and the staff determine. Probably the only reason a school can use to justify the use of a non-permissive circulation system is the paucity of materials precluding unrestricted use.

Circulation systems should be as simple as possible in order to be easy to establish and maintain. In addition, the procedures patrons are to follow should, in so far as possible, be consistent for all formats: books, AV software, periodicals, vertical file material, AV equipment, etc.

4.10.1 CIRCULATION SYSTEMS - Continued ....

Loan Period

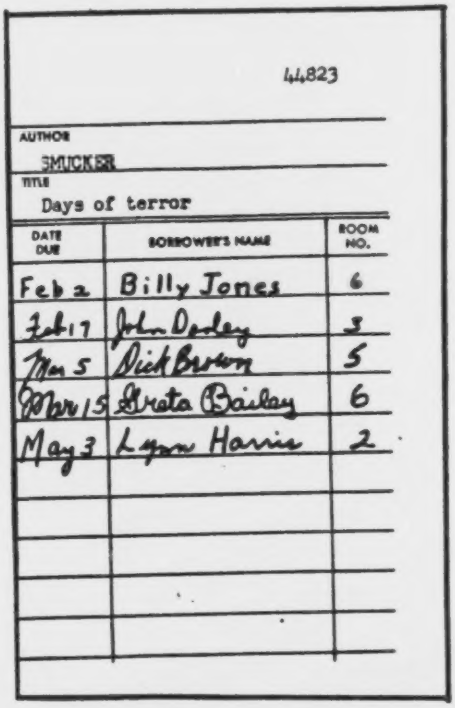
The length of the loan period is dependent upon supply and demand and the nature of the item. Circulation systems should be flexible and include loan periods of varying lengths:

(1) A regular loan period of one to two cycles
(2) Short-term loans of forty-eight hours or overnight or some similar short period of time for materials in heavy demand or indispensible to the daily needs of the library
(3) Indefinite loan periods for materials for teachers' use, for special projects or for temporary classroom collections. An indefinite loan should be made on the understanding that the item is subject to recall in case of need.
(4) Extended loans for up to one school year may be used in some instances, for example, a core classroom reference collection including dictionaries, atlases, a thesaurus, etc.

Books with various loan periods do not need to be physically separated on the shelves. Short-term loans can be indicated in or on the book itself, for example, through a red pencil note on or above the pocket. Temporary short-term loans can be indicated by inserting a special colored or stamped card in the book pocket. When there is no longer any special demand for the item, the colored card can be removed and the material made available for regular circulation.

Charging-Out Routines

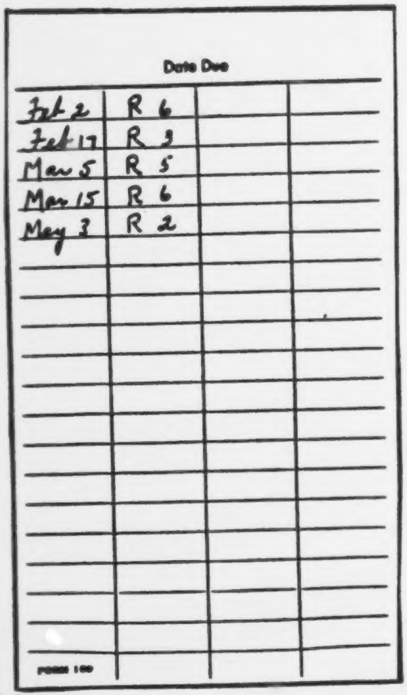
The actual process of circulation consists of the borrower signing the circulation card with name and home room or class number and stamping or writing the date due on the card and on the date due slip in the book.



44823

AUTHOR
SMUCKER
TITLE
Days of terror

DATE DUE	BORROWER'S NAME	ROOM NO.
Feb 2	Billy Jones	6
Feb 17	John Dooley	3
Mar 5	Dick Brown	5
Mar 15	Greta Bailey	6
May 3	Lynn Harris	2



Date Due

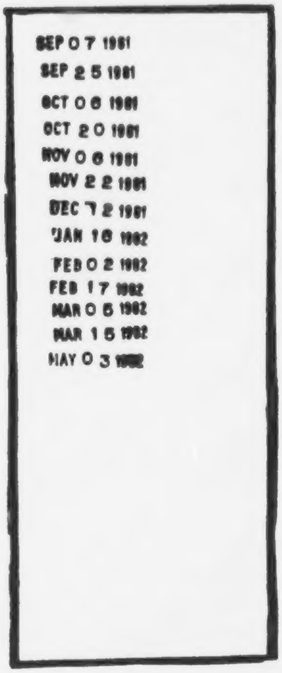
Feb 2	R 6		
Feb 17	R 3		
Mar 5	R 5		
Mar 15	R 6		
May 3	R 2		

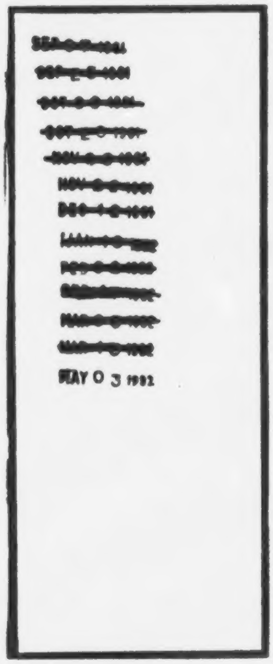
FORM 100

Charging-Out Routines - Continued ....

Requiring the writing of the date due avoids line-ups waiting to use the stamp as well as mischievous stamping of everyone in sight! Alternatively, pre-stamped date due cards can be used instead of the date due slips on the pocket. Date cards should be a different color than circulation cards. Since they are used repeatedly, they should be stamped so that the current date due is the last one on the card. Alternatively, all previous dates can be crossed out leaving only the last date legible. Special short-term or long-term loans can be indicated using a stamp, handwriting or color-coded cards. The writing of the date due on the circulation cards can be eliminated if all borrowers' cards are accumulated during the day. Then at the end of the school day, the date due can be stamped on all cards for items circulated that day.

When a circulation card is filled with signatures, a new one must be made. If material with a full card is being checked out and there is no time to type a new card immediately, the borrower can sign a blank one and paper clip it to the old one. An alternative system is to have full cards signed at the very top of the front of the card. After the new card is typed, the obsolete one should be destroyed as it could become confused with the active one. (Note: New cards made to replace full cards are NOT duplicate cards. See SNAGS - 4.10.1.) A good once-a-year project for volunteer help is replacing the nearly filled cards and date-due slips with fresh ones throughout the library. This can save library staff and patrons much time.





Filing Systems

Circulation cards are filed in the circulation desk until the material is returned and charged-in.

The type of guides needed in the slots of the circulation drawer will depend upon the filing system used. Possible systems include:

(1) Filing by room number and then subdividing by call number (non-fiction) or author (fiction and everybody books*).

* Everybody books - a more acceptable term than Easy books.

Filing Systems - Continued ...

Advantages:
- Timesaving in finding and filing cards if most students who use the library come in with their classes.
- Easy to locate cards for items checked out by a particular student, either with the class or independently.
- Easy for a teacher to identify overdue materials borrowed by the class.
- Easier to identify difficult to read signatures.

Disadvantages:
- Entire file may have to be searched to find a card for a specific title.
- Entire file may have to be searched to find overdues.

(2) Filing by call number (non-fiction) or author (fiction and everybody books).

Advantages:
- Timesaving in finding and filing cards if most students use the library independently.
- Easy to find a card for a specific title.

Disadvantages:
- Entire file may have to be searched to find overdues.
- Entire file may have to be searched to find all the material borrowed by a particular individual.

(3) Filing by date due and then subdividing by call number or author.

Advantages:
- Easy to identify overdues.

Disadvantages:
- Creates "snags" if the date has not been correctly entered on both the circulation card and the date-due slip ("Snags" are books for which correct cards cannot be found). Therefore, tends to require more supervision of circulation procedures - costly in terms of library staff time and incompatible with the encouragement of individual and independent borrowing.
- Entire file may have to be searched to find a card for a specific title.
- Entire file may have to be searched to identify all the material borrowed by a particular individual.

Other guide cards can be labelled: Audio Visual Materials, Claimed Returned, Damaged, Interlibrary Loan, Lost, Overdue, Overnight, Periodicals, Reference, Snags, Teachers, Vertical File, etc.

Filing Systems - Continued ...

Depending upon size of staff and amount of material borrowed by teachers, teachers' cards may be organized by call number and author letter or by room numbers or teachers' names and then subdivided by call number and author. Advantages and disadvantages of alternative filing systems for teachers' cards should be carefully considered in terms of the school's specific needs and compatibility with the general filing system.

Cards for audio visual materials may be subdivided under headings for particular formats - for example, phonorecords, transparencies, filmstrips, etc. and then alphabetically by call number and title.

Renewals

If the borrower's material has not been requested by another patron, it may be renewed easily by duplicating the initial procedure: the circulation card is retrieved from the circulation file and the borrower again signs name and room or class number. The new due date is entered using the established system. If a student has still not finished with an item after the first renewal, librarians should use their judgment in renewing the item again. However, it is important to be reasonably flexible.

Charging-In Routines

A special place needs to be identified for returned materials, whether a book drop, a shelf or a book truck.

When an item is returned, the card is located in the circulation file and is replaced in the pocket. Crossing out the borrower's name and date due on the circulation card can serve as proof that the individual did return the item.

Assistants need to be trained to check very carefully that the information on the card matches exactly the information on the pocket. Once the card is replaced, the material can be put on a shelving truck.

It is possible to train borrowers, both teachers and students, to complete the charging-out and charging-in routines themselves. In fact, this is mandatory in libraries with part-time staffing. In this case the "shelvers" must make a habit of checking each item to ensure that the correct card is with the material.

Snags

Snags are materials for which cards cannot be found or cards for which materials cannot be found.

When there is no card for the material the circulation file should be searched. If the card still cannot be found, the item should be placed on a shelf labelled "SNAGS". A replacement card should be made with "Duplicate" typed at the top. Waiting a week or two before making the duplicate card may allow time for the original one to reappear. If the material is needed, a duplicate can be made immediately.

Snags - Continued ....

When the material cannot be found for a card and the student claims it has already been returned, "Claimed returned" should be written on the card which should be placed behind the appropriate guide. If the material cannot be found after two weeks, the question should be discussed with the student again. One fact to consider is that snags of this type - materials which the student feels certain were returned - often reappear before the year is over.

If an incorrect card has been put in an item, the shelves and circulation file should be checked to try and locate the correct card. If found, the correct borrowers' names should be written on the cards and the cards exchanged. If the correct card cannot be found, a duplicate needs to be typed.

It may be useful to keep a record in a notebook of all duplicate cards made.

Statistics

Keeping circulation statistics can serve several purposes. However, stress should be placed on the extent to which materials are used - not on how many have been borrowed. Internally, statistics can reveal to the library staff strengths and weaknesses in the program and thus indicate areas for possible change or improvement. Externally, they can be used in the preparation of library reports to acquaint others with the scope and nature of the program, its needs and future plans as well as recommendations for rectifying shortcomings.

Regular recording of daily circulation statistics can be systematically done at the end of each day by counting the day's accumulation of circulation cards before filing.

When more comprehensive sampling statistics are being recorded (for a month or for a week now and then) a tally is made of the total circulation count and of the number of titles checked out in each major category. Depending upon the size of the collection and the purpose of the tabulation, such a tally may be made for each division or subdivision of the Dewey system, fiction, everybody books, reference, filmstrips, pictures, etc.

Evaluation

The major criteria that can be used to evaluate the effectiveness of a circulation system are:

- ease of use
- economy
- efficiency

Evaluation - Continued ....

Specific considerations include:
- a formalized and written policy
- simplicity of charge-in and charge-out routines
- the flexibility but consistency of the system in handling special items such as vertical file material or reserve books
- the handling of overdues
- the ease of collecting circulation statistics
- the absence of friction-causing elements

4.10.2 NON-BOOK MATERIAL

In the past, circulation of audio visual materials or other non-book materials such as pamphlets and pictures was often limited to teachers for group usage. Recent trends indicate the encouragement of usage by individual students of all non-book and AV software formats.

Circulation of non-book materials should follow the same general principles as book material. Where space permits, as on records, kits and study prints, pockets are attached containing circulation cards. When there is no room for a pocket on the item (e.g.: filmstrips or audio cassettes) the cards can be grouped in a pocket on, or in, the container holding a number of the individual items. In the case of drawer storage, cards may be kept in an "IN" file box by the storage cupboard or at the circulation desk. Another alternative for audio cassettes is attaching a circulation card to the item with an elastic band.

To charge out an item, the card is removed from the item, box or "IN" file, signed in the prescribed fashion and deposited with the rest of the day's circulation cards.

Material that is returned should be placed in a specially marked RETURN box or area and checked by library staff before refiling and shelving. It may be advantageous to provide a variety of labelled containers to accommodate the various AV formats.

4.10.3 REFERENCE MATERIALS

Since reference materials are meant to be always on hand to answer questions, the circulation policy adopted by the school may permit only limited circulation - i.e. overnight only. Section 4.10.1 deals with short-term loans under "loan period" and "charging-in routines". The circulation cards should be filed in a special "reference" or "overnight" section of the circulation desk so that late books may be identified and tracked down quickly.

4.10.4 PERIODICALS

Current issues are normally not circulated but are kept on periodical shelves for browsing and in-library use. Back issues of extremely popular magazines are sometimes kept behind the circulation desk and circulated using temporary slips. These temporary circulation slips may be issued for use both inside or outside the library for restricted lengths of time.

The extent of circulation of back issues depends upon the importance of the periodical for reference, and possibly, the availability of duplicates. Back issues for circulation may be provided with pockets and cards or temporary slips may be used as in the sample below:

MAGAZINES

TITLE ____________________

Vol. Issue Day Month Year

____ ____ ____ ____ ____

Date Due ________________

Name ____________________

Teacher or Room No. _______

Periodical slips or cards can be filed in a separate slot of the circulation desk in alphabetical order by title, or behind individual periodical title guide cards by date. When items are returned, permanent cards are treated the same way as book cards; temporary slips are destroyed.

Professional periodicals may be routed to teachers on a regular or request basis. Periodical articles which the librarian deems of interest to specific teachers may also be routed to those individuals. In routing, a list of all borrowers is attached to the item which is then passed from one borrower to the next without being charged in and out at the library each time. To ensure return of the periodical, the library should be last on the list. A record of regular routings can be kept in the file of periodical record cards.

4.10.5 VERTICAL FILE

Pamphlets and clippings housed in the vertical file are usually not provided with circulation cards but are charged on temporary slips.

Different colored slips may be used for different types of non-book material, e.g., pink for periodicals, blue for pictures, yellow for pamphlets and clippings. Slips for vertical file materials may be filed alphabetically by subject in the appropriate section of the circulation file.

A sample temporary slip:

VERTICAL FILE

Subject ______________________

____

Number of Items ______________

Date Due _____________________

NAME _________________________

TEACHER OR ROOM NO. __________

Clippings borrowed are inserted in an envelope (many schools save used manila mailing envelopes for this purpose) on which is written:

- the subject and number of items
- name of borrower
- date due

Should only some of the clippings be returned, a notation to that effect is added to the slip which is again filed.

Charging-in procedures are the same as for periodicals.

4.10.6 AV EQUIPMENT

Storage systems for audio visual equipment may be centralized in the library or another space in the school, or they may be decentralized with equipment kept on long-term loan in individual classrooms. The system adopted by a school will be influenced, in part, by physical features of the school building and quantity of available equipment.

Circulation systems will vary depending upon the storage system used, the size and physical features of the school and the amount of library staff time. For example:

(1) A ditto sheet may indicate pieces of equipment on long-term loan in classrooms. To facilitate sharing, this list should be posted in the school office and library and given to each staff member as well. It will need to be updated regularly.

(2) A reserve system can be established using a booking sheet, with all reserve requests being filled and spontaneous requests being met if equipment is available. With this system, equipment should be returned at the end of the period of use.

(3) AV equipment can have a pocket mounted on it for the circulation card and date due slip, with charging-in and charging-out routines similar to those used for other resources.

(4) The following system has proven simple to initiate and maintain:

- "IN" and "OUT" pockets are prepared for each type of equipment: tape recorders, 16mm film projectors, etc. These may be attached to a heavy cardboard backing.
- Equipment is labelled by number: Tape recorder #1, Tape recorder #2, etc., 16mm projector #1, 16mm projector #2, etc.
- Matching circulation cards are made for each piece of equipment.
- These are placed in numbered order in the IN pocket for that particular type of equipment.
- When equipment is borrowed, the appropriate card is pulled from the IN pocket, signed in the usual manner and placed, in numbered order, in the OUT pocket for that type of equipment.
- When equipment is returned, the card is retrieved from the OUT pocket, a line drawn through the name and date on the card and the card placed in the appropriate IN pocket.
- If equipment is sent for repair, the circulation card is marked with the date sent and the card put in the OUT pocket. When the equipment is returned, the date returned is noted on the card and the card returned to the IN pocket.

4.10.7 SCHEDULING

The library should be available for browsing and circulation by individuals during all regular hours of operation.

Wherever feasible staggering of hours for library staff should be used to provide before school, noon hour and after school coverage. Some permit system, if needed, can be used to provide student access to the library during these periods.

Group or class circulation should be booked in advance by the teacher. In the case of a small group, supervision of circulation procedures may be the responsibility of a volunteer or the library clerk or each student may operate independently. However, the teacher, not the librarian, should assume responsibility for supervision of circulation by whole-class groups. In schools with part-time library personnel, teachers who wish to have class circulation periods are encouraged to schedule these periods for days when the librarian is not in the school.

Selection and circulation of materials related to program activites need to be planned and implemented through consultation between the teacher and librarian.

4.10.8 OVERDUE MATERIALS

The system used to deal with overdues should aim to build attitudes of responsibility and citizenship. An overdue notice is usually sent to remind patrons that the material they have on loan should be returned or renewed. Forms can be devised and duplicated in different colors for first, second and third notices. A touch of humor on the form helps. Original letters, personal approaches and other techniques such as Amnesty Days can also be used.

The frequency with which overdues are checked and notices sent out is dependent upon the magnitude of the problem and the library staff time in any particular school. This is an excellent task to delegate to student assistants as peer pressure can often effectively influence attitudes and habits.

Overdue cards should be kept in one continuous file behind the OVERDUE guide. They can be filed alphabetically by last name or organized by classroom or homeroom number and then subfiled alphabetically by name.

The cooperation of classroom or homeroom teachers is very important in distributing overdue notices and emphasizing their message. The school administration has a responsibility to help the library enforce a firm policy on the return of borrowed library materials and to support the librarian's system of persuasions. In the case of severe problems, parental support may have to be enlisted as well.

FINES

Note that Division policy does not permit the charging of fines for overdue or lost items, although an offer to pay for a lost or damaged item can be accepted. Another route might be to encourage students to repay a "debt" for lost or damaged materials by working in the library for a prescribed number of hours.

4.10.9 REDUCING LOSS

4.10.9.1 SECURITY SYSTEMS

If losses are significant, a proposal for installation of a security system may be warranted. The current inventory can be used as a statistical base to evaluate the impact of losses on collection development for the school library program. The following criteria can be applied:

- per pupil budget allotment.
- size, type, age and usefulness of the collection.
- percentage of yearly loss through theft.

A program of systematic and planned installations of electronic detection systems is currently underway in the secondary schools in the Division. Data on the systems currently in operation indicates that they are proving very effective in reducing theft. There has also been a change noted in patrons' attitudes with increased confidence that material will be available when needed.

These electronic systems are easily supervised and it is essential that this supervision be delegated to library support staff, paid or volunteer; otherwise gains made in the collection budget will be lost in terms of teacher librarian effectiveness.

4.10.9 REDUCING LOSS

4.10.9.1.1 OP4

The Division has been assigned an identification number by the Police which should be engraved on all valuable equipment: OP4-002-863 - School number.

The Teachers Library and Resource Centre has in past provided this service during the summer upon request, during their annual check at the schools. In schools served by an AV technician, the responsibility rests with that person to do the identification work.

As a result of the above, some equipment may be housed in schools for a considerable time before becoming engraved. To rectify this, the T.L.R.C. has four engraving tools available to schools on loan. Information on the details is available through the T.L.R.C. (772-2474).

All principals are requested to ensure that the length of time between the arrival of new equipment and its being engraved is held to an acceptable minimum.

4.10.9.2 OTHER TECHNIQUES

Physical arrangement of the library can influence book losses. Any arrangement that prevents congestion at peak periods helps. Thus, reserves may be issued and returned at a point removed from the main desk; and during the early morning rush, books may be received at the door in a special receptacle or by a student assistant. The circulation desk should be located near the line of exit from the library and provide one with a view of the exit itself.

Planning of assignments by the classroom teacher and the librarian can ensure that sufficient learning resources are available for student use or that the assignment is adapted to fit existing resources.

Flexible and reasonable circulation policies related to need and humane implementation of these policies can engender a spirit of cooperation. The conscious and consistent fostering of attitudes of responsibility and citizenship can also cut down losses in the long term.

4.10.10 RESERVE SYSTEMS

Materials normally a part of the regular collection may, on teacher request, be held "on reserve" for a limited period, usually for the duration of a special assignment. Librarians may also decide to put "on reserve" titles for which they know there is going to be a high demand, for example, holiday books, movie "tie-ins", etc.

Materials placed "on reserve" should be shelved in a special area near the circulation desk. Loan periods could be for a certain number of hours during the day, overnight, etc. Each book should be marked with a special card indicating reserve status and length of loan period. Cards for borrowed materials should be filed in a special section of the circulation desk.

A "personal reserve" system may be used for individuals requesting a specific title that is charged out or on display. The individual fills in a reserve slip which should be clipped to the circulation card. When the item is returned to circulation, the reserve slip is noted and placed in the material with the circulation card; the prospective borrower is then notified. Reserved material should be kept on a special shelf for "personal reserves". If this material is not charged out within the specified length of time, the reserve slip should be removed and the item returned to the regular shelves.

MICROCOMPUTER SOFTWARE MRDF's

CIRCULATION

4.10. 12 See Handbook 4.10.2 Organization and Circulation of Materials - Non-Book Material

CARE OF DISKETTES

1. Don't touch surface of diskette. It is easily contaminated, which causes glitches.
2. Keep diskette in a protective envelope or container when not in use. Dust can damage both the diskette and a disk drive.
3. Don't smoke, eat or drink around diskette.
4. Don't use alcohol, thinner or Freon to clean diskette.
5. Don't expose diskettes to direct sunlight or excessive heat. Recommended temperature range: 10°C - 50°C. Recommended Humidity range: 10% - 80%.
6. Write on the diskette label before it is attached to the diskette. If you must write on label after it has been placed on diskette, use a felt-tip pen only. Never write on diskette label with pencil or ball-point pen.
7. Don't use erasers on diskette.
8. Don't leave diskette near a phone, T.V. or any other source of magnetism. Don't use magnets or magnetized objects near a diskette. As a general rule, if it's driven by an electric motor (typewriters, fans, air conditioners) OR made of metal (paper clips, car keys, screwdrivers), keep it a safe distance from diskettes. Plastic diskette storage boxes which cannot become magnetized will eliminate some danger if you must store your diskettes in a metal file cabinet.
9. Don't use rubber bands or paper clips on a diskette.
10. Don't expose diskettes to static electricity. If there is a rug in the room, buy an antistatic spray or place an antistatic mat under your computer.
11. Don't place heavy objects on a diskette
12. Don't bend or fold a diskette
13. Diskettes not being used should be stored vertically. Don't crowd diskettes as they can't take pressure.

TROUBLE SHOOTING QUESTIONS FOR APPLE USERS

1. IS EVERYTHING PLUGGED IN?

2. IS THE APPLE POWER LIGHT ON?

3. IS THE MONITOR(S) TURNED ON?

4. ARE ALL VIDEO CABLES CONNECTED PROPERLY?

5. IF THE PROGRAM LOADS SUCCESSFULLY BUT DOES NOT PROCEED, IS THE "CAPS LOCK" KEY DEPRESSED?

6. IF NOTHING DISPLAYS ON THE MONITOR, IS THE VIDEO CABLE CONNECTED PROPERLY?

7. IF NOTHING DISPLAYS ON THE MONITOR, IS THE CONTRAST TURNED DOWN TO MINIMUM?

HOW TO PREVENT "APPLE CRISP"

NEVER OPEN UP THE APPLE WITH THE UNIT TURNED ON

ALWAYS TOUCH THE POWER SUPPLY BOX INSIDE THE APPLE (TO DISCHARGE STATIC) BEFORE TOUCHING INTERNAL PARTS

- NEVER INSERT OR REMOVE AN INTERFACE CARD, CABLE, JOYSTICK, KOALA PAD OR ANY PERIPHERAL DEVICE WITH THE APPLE, MONITOR OR PRINTER TURNED ON!

- NEVER INSERT OR WITHDRAW A DISKETTE FROM THE DISK DRIVE WHEN THE RED LIGHT IS ON AND THE DRIVE IS SPINNING. IF YOU CANNOT STOP THE DRIVE, TURN OFF THE POWER.

REMEMBER: NO MICROCOMPUTER HAS EVER BEEN DAMAGED DUE TO ELECTRICAL MAL-FUNCTION WHEN THE POWER WAS TURNED OFF!

4.11

MAINTENANCE

OF

COLLECTION

✓ 4.11.1 WEEDING
✓ 4.11.2 DEPOSITORY
✓ 4.11.3 BINDERY
✓ 4.11.4 INVENTORY

4.11.1 WITHDRAWAL OF MATERIALS

A current collection of learning materials in good condition is essential if students and teachers are to enjoy using the resource centre. Obsolete or mutilated materials on crowded shelves repel all but the more persistent users. Examining, evaluating and weeding materials are time-consuming tasks, but they are year-round activities. Teacher-librarians are urged to discard outdated and worn media as a continuous process which is as important as the selection of new materials.

WHY DISCARD?

1. To have a collection which is up-to-date.
2. To give the resource centre a reputation for reliability.
3. To utilize available space in the best and most economical way, relying on other sources such as the public library for those seldom used materials which crowd the shelves.
4. To remove an outward illusion of a well-stocked resource centre if such is not the case.
5. To give the resource centre a fresh, inviting appearance.
6. To locate materials which require repair, rebinding or replacing.
7. To give the best possible service with a collection of quality materials.

WHAT TO DISCARD

1. Material of Poor Content: false information; out-dated information; poor illustrations; poor writing.
2. Material to No Use: superfluous material; no circulation for several years; unneeded duplicate titles; antiquated sets.
3. Materials of Very Poor Appearance: too small print; shoddy binding; dull print; too thin paper.
4. Worn Out Materials: yellow, brittle, dirty paper; mutilated pages; missing pages; frayed binding; dingy or dirty covers; scratched recordings; torn filmstrips.

SPECIAL POINTERS

1. Retain local materials for historical purposes. Use caution when discarding materials dealing with Canadian, Manitoba, Winnipeg history.
2. The assistance of subject teachers is helpful at the initial stage of identifying materials on the shelves which should be pulled for consideration for withdrawal.
3. In a large collection, sections are weeded according to a yearly plan when inventory is taken.
4. It is important to weed all media: books, audiovisual materials, periodicals, information and picture files.

PROCEDURES FOR WITHDRAWAL OF MATERIALS

1. Label a shelf in the workroom "Discards".
2. Consult the shelf list record to determine whether there is more than one copy of the title.
3. If there is more than one copy, draw a line through the accession or copy number of material being withdrawn. Keep record/tally for annual report.
4. If the material is the library's last or only copy:
   - remove the shelf list card from the file.
   - remove all catalogue cards (see tracings on the author card if not on the shelf list card.) Keep record/tally for annual report.

   Do not distribute discarded media to students or the community.

WEEDING SLIPS (sample on next page) may be obtained from T.L.R.C.

WEEDING SLIP

___ Worn or damaged materials
___ Poor appearance - size of print, binding, etc.
___ Superseded editions
___ Duplicates
___ Poorly organized
e.g. ___ T of C
___ Index
___ Bound-with
___ Content: Outdated by inaccurate factual
___ Content: Outdated interpretations, values and/or attitudes
___ Content: poorly attitudes written or illustrated
___ Inappropriate reading level
___ Condescending
Stereotypes
Patronizing
Biased
___ No circulation (3 to 5 years)

Assesor's initials ________________________

Date:

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___ Poor appearance - size of print, binding, etc.
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4.11.1 IDENTIFYING SHELF SITTERS

1. Select the section of the library you want to evaluate.

2. Have student or adult volunteers insert a date-stamped slip of coloured paper in the pocket of all books in that particular section.

3. Don't worry about books that are out -- they are obviously being used.

4. Simply pull out and discard slips from any books being borrowed.

5. The books remaining on the shelf a year later with slips still in them are the shelf-sitters.

Adapted from The Unabashed Librarian,
No. 36, p. 31

4.11.2 DIVISION DEPOSITORY

Learning resources which are accurate in content and in good physical condition but which are no longer appropriate for the school program may be packed and sent to the T.L.R.C. for a divisional depository of "discards" from which other schools may select appropriate materials as required. Be sure to label boxes DEPOSITORY. Catalogue cards should be included in the book pocket if the item is the school's last copy.

Weeded materials that are inaccurate, out-of-date or in poor physical condition can be sent to T.L.R.C. for disposal. These boxes should be labelled WEEDED. All procedures for withdrawal of materials should be completed for these items. (See 4.11.1)

4.11.3 BINDERY SERVICES

BINDERY SLIPS

See sample "Binding Slips" Form in section 4.8.11 of Handbook.

WHEN TO REBIND BOOKS

Books worth keeping in the collection are worth the money spent on rebinding. Rebound books are returned with bright sturdy covers and the spine is printed with title, author and call number.

Books are selected for rebinding on an ongoing basis. They are identified through shelf-reading, circulation, book repair and weeding. (See also: Withdrawal of Materials. No. 4.11.1)

DO NOT REBIND IF THEY

1. Should be discarded
2. Have pages missing, or torn.
3. Have yellowed or dirty pages.
4. Have too fine print.
5. Have inner margins less than one inch in width.
6. Will cost as much or more than the cost of replacing the book. (Rebinding cost given in T.L.R.C. Inklings yearly.)

Exception to the above may be made in the case of:

1. Materials of permanent value now out-of-print.
2. Books of local interest, Manitobiana, Canadiana.

WHEN TO REBIND PERIODICALS

A group of periodicals designated by the T.L.R.C. may be bound as part of the school library's collection. Binding is done in the spring of the school year. An advance notice of bindery, with full details, is published in Inklings and sent out to all schools.

Early in the school year it should be decided which periodicals are to be bound. They are then checked as follows:

1. Issues of each title are arranged in chronological order, making sure that holdings are complete and unbroken for each year to be bound.
2. If complete, tie each year's issues with string and hold until the annual bindery notice is received.
3. If incomplete, set cannot be bound.
   However, well in advance of Bindery date, notes on missing issues and duplicate issues sent into Inklings for circulation to schools, might be successful in turning up the missing issues. Missing issues can sometimes be found at the Children's Hospital Book Sale and used book stores.

BINDERY SERVICES NOTICE.

T.L.R.C. sends to all schools pertinent information on Bindery Services annually, in February or March. A sample notice is attached The quantities and costs will vary from year to year.

The Winnipeg School Division No. 1
Teachers Library & Resource Centre
1180 Notre Dame Avenue
Winnipeg Manitoba R3E OP2
Telephone
772 - 2474

19 March 1981

TO: All Schools

FROM: Gerald R. Brown, Chief Librarian

RE: 1981 Bindery Services

Budget approval and tenders have now been received and we are able to proceed with the Bindery program. Last year, we were not able to handle periodicals. This year schools will have an option. Schools may elect to do one (1) of the following:

A. All books to a total of 30 volumes
or B. All periodicals to a total of 8 equivalent volumes
or C. A combination of books and periodicals to total 16 equivalent volumes.

The following points should be kept in mind:

1. The collection per school is the volume maximum given above.
2. Each volume must carry the completed bindery slip, fastened with rubber cement on the page following the verso of the title page.
3. Printing on the spine will be spelled as is found on the bindery slip.
4. If catalogue card sets are required for a rebound item, please leave the "call number" space blank.
5. Retain plastic jackets at school for display purposes.
6. If you intend to remount the dust jacket later, please print the words "dust jacket" under "comments".
7. The items "Room/Style/Cloth/" should be left blank at this time on all slips.
8. The item "Color" should be used only when matching sets of books are on hand in the school. Otherwise leave space blank please.
9. All items should have the school stamp clearly showing at the bottom of the title page and on the bindery slip.
10. Discretion in the selection of materials may be tempered by the fact that 8" books now cost $ 2.88 and 12" books cost $ 4.29.
11. When determining the equivalent volumes for periodicals, the following guide is to be used. Alternative titles will not be handled.

National Geographic	(4 vol. per year equivalent)
Manitoba Pageant	(1 vol. per year)
Canadian Geographic	(2 vol. per year equivalent)
Nature	(1 vol. per year)
Scientific American	(4 vol. per year equivalent)
Current History	(4 vol. per year equivalent)
Beaver	(1 vol. per year)

Please check for complete issues; and stamp each issue.

Continued .....

12. Make certain that the correct number of issues to be bound is included in each equivalent volume, and is consistent with the previous bound volume.

13. Each equivalent volume is bundled together with string and the Binding Slip is securely attached to the top issue.

14 Please carton materials securely and label clearly.

BINDERY BOOKS FOR T.L.R.C.

FROM____________________________SCHOOL

NO. OF CARTONS IN SHIPMENT________________

15. Pick-up is scheduled for 20 April by commercial carrier. If there are no cartons to be picked up at your school, please notify your school office and Inga Benjaminson - 772-2474.

MAINTAINING SCHOOL RECORDS

All circulation cards removed from "Bindery Books", plus a record of the periodicals sent to the bindery, should be placed in a file labelled "Bindery" to be used for future reference on Inventory.

One may wish to note on the SL card the date at which an item has gone for rebinding.

REBOUND BOOKS RECEIVED FROM BINDERY

Points to remember to check on receipt of books from bindery:

1. Check book, pocket and card, accession #, spine, card set if applicable.

2. Remove Binding Slip if all correct.

3. Match Binding Slip with old Circulation Card or Periodical Record.

4. Date stamp old Circulation Card and Binding Slip. Secure with elastic band, noting total and hold for count on the Annual Report.

5. Remount dust jackets where applicable.

The Winnipeg School Division No. 1
Teachers Library & Resource Centre
1180 Notre Dame Avenue
Winnipeg Manitoba R3E OP2
Telephone
772 - 2474

LIBRARY MEDIA SERVICES PERSONNEL HANDBOOK 4.11.4
See also 5.12.1

4.11.4 INVENTORY

Each school library should conduct periodic inventories in order to:
- have an up-to-date record of library holdings
- have concrete data on rate of loss
- assess strengths and weaknesses in the collection

An inventory may be done at the end of the school year or on a continuous basis throughout the year. The pattern used should be selected on the basis of what will cause the least disruption to the school's library media program. For example, using a continuous inventory system entails closing off only one section of the library to circulation for a limited time while the rest of the library remains open for business as usual. It is not necessary to conduct an inventory of the entire collection every year. However, an inventory schedule should be established and implemented.

STEPS IN PREPARING FOR AN INVENTORY

1. Weeding

   Sections to be inventoried should be weeded in advance with the library clerk completing all the procedures for withdrawal of materials. (See 4.11.1).

2. Filing

   Filing needs to be up-to-date, both for the shelf-list and the public catalogue.

3. Recruiting and Training Personnel

   Auxiliary personnel need to be recruited and trained in inventory procedures so that the teacher librarian can continue to concentrate time and energy on the educational program while the inventory is in process. Possible sources for personnel to assist library technical and clerical staff in conducting the inventory are teacher-aides, student assistants and adult volunteers.

4. Assembling Supplies

   4.1 Supplies should be checked and ordered as necessary.

   4.2 Supply cupboards and drawers should be organized and clearly labelled.

4. Assembling Supplies - Continued

4.3 It may save time to have basic supplies that will be needed gathered together.
- fine tip black felt pens
- pencils (with erasers that don't smear)
- pockets, cards, date due slips
- paper clips
- erasers
- labels - books, filmstrips
- glue - bondfast, rubber cement
- tape - white hinge tape, fibre tape, masking tape, magic tape, book binding tape (red, blue, green)
- book jackets
- electric stylus
- scissors
- elastic bands
- scrap cards
- blank cards for typing SL cards

4.4 Label boxes, book carts or tables for depositing problems. The headings needed include:
- Mending
- Bindery
- Labels
- Discards
- Depository
- Processing
- Circulation card, date due, pocket
- No SL/Need to check card catalogue
- Discrepancy/Need to check card catalogue

4.5 Prelabel slips of paper, with headings listed in 4.4 above, for flagging problem items. It is a good idea to duplicate the slips on different colored paper, for example:
- Mending - pink
- Labels - blue
- No SL/Need to check card catalogue - yellow

etc.

5. Staff Awareness

5.1 Discuss inventory with principal
- rationale
- scheduling
- preparation
- staff responsibility
- follow-up

5.2 Discuss inventory at staff meeting
- rationale
- scheduling
- facilitating regular program
- staff responsibility for classroom searches

5.3 Obtain the assistance of the custodial staff in
- obtaining boxes
- disposing of discards

6. Classroom Visits

   Make room by room visit to gather material found in locker or classroom "clean-ups".

7. Shelf Reading

   Shelf read to arrange the shelves in shelf-list order.

   NOTE:

   The shelf-list should be arranged to accurately reflect the order of the books on the shelves.
   For example:
   (i) SL cards for paperbacks intershelved with hardcover books should be interfiled with the other SL cards, not kept in a separate paperback SL.
   (ii) If books with various call numbers are shelved together as a separate set (Macdonald's Starters, special language collections, etc.), the SL should have a special section for each set with the SL cards filed in the order the books are to be found on the shelves.

INVENTORY PROCEDURES

1. General Guidelines for Saving Time and Work

   1.1 Work in pairs - one person with the SL cards, one checking the books on the shelves or the non-print materials.

   1.2 Pairs working at the shelves should never interrupt the flow of what they are doing by trying to resolve a discrepancy when they find it.

   1.3 All "problem" items should be flagged with the appropriate "problem slip" and accumulated on a cart or box. Problems can later be sorted as to type and deposited on the labelled carts, tables or boxes.

   * 1.4 A problem book, filmstrip, kit, etc. should never be put down anywhere without a slip of paper attached indicating the type of problem. No one should ever have to waste valuable time trying to figure out what someone else has done.

   * 1.5 The importance of labels to avoid confusion, and to save time, cannot be overemphasized. For example, a cart with books ready for reshelving should be labelled "SHELVING". No one should ever have to waste time asking what needs to be done to them.

2. Procedures

   See 5.12.1, section B, numbers 1-4.

3. Resolving Problems

See 5.12.1, section C, numbers 1-2.

Note that:

- If a continuous inventory system is being used, it would probably be advisable to complete the inventory at the shelves before beginning to resolve problems.
- For a school-conducted inventory the words "for T.L.R.C. personnel to check" should be read as "for the teacher librarian to check". In the case of discrepancies the librarian is encouraged to check with T.L.R.C. cataloguing services for the preferred number.

4. Checking Circulation Cards Against SL

Check circulation cards for materials on loan and materials sent for Bindery against the tipped up SL cards and revise notations re missing items as necessary.

5. Turning Up Books

To reopen the inventoried section for circulation as soon as possible, the books may be turned up as soon as the shelf-check of the whole section has been completed.

FOLLOW-UP

1. Typing List

1.1 Type list of missing items in SL order.

1.2 Make at least two copies of list.

1.3 Give one copy to the principal with a summary report of what was done during the inventory, conclusions and recommendations.

1.4 Circulate a copy among the staff, asking for cooperation in locating missing items.

2. Keeping Inventory Record

Keep record of sections that have been inventoried, indicating the date. File the record on a card in front of the SL drawer.

* 3. Resolving Problems

Make sure all problems are resolved to completion.

4. Collection Development

Assess strengths and weaknesses identified in collection. Invite staff input re purchase of replacements and/or updates. Prepare cards for the Consideration File.

5. Found Items

If a missing item is later found, amend the shelf-list card.

6. Withdrawing Card Sets

If an item has not reappeared within a year of the inventory, the title may be withdrawn.

- If it is the only title, pull the SL and complete card set in the public catalogue and destroy (or draw a line across face of cards and use for scrap cards).
- If it is a duplicate item, stroke out its accession number on the shelf-list card.

7. Maintaining Collection Statistics

For interim figures, a running inventory should be kept for each category of materials listed on page 4 of the Annual Report form, as shown below:

It is recommended that this record be kept in the front of the SL file or that a card identifying the location of the record be placed in the front of the SL.

1983-84

CATEGORY	NUMBER OF TITLES	TITLES ADDED	TITLES WITHDRAWN	BALANCE
Fiction	1050	𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 𝍸 |||	𝍸 𝍸 𝍸 |||	1070
000				
100				
200				

THE WINNIPEG SCHOOL DIVISION NO. 1
1577 Wall Street East, Winnipeg, Manitoba R3E 2S5

June 13, 1983.

To: Principals of Elementary Schools

From: A. Krahn, Assistant Superintendent, Elementary Schools

Re: Inventory Control of AV Equipment in Elementary Schools

From the earlier survey of inventory control methods it is apparent that frequency of such checks varies from once per year to twice per month. Although we have had few major losses, we do experience many small losses each year.

To aid schools in developing an effective, yet easy to administer method of keeping track of equipment, a committee consisting of Dale Scott, Dennis Badiuk, Bill Hinther and A. Krahn met to consider present methods used.

The method suggested below is one that has been used in many schools and is described by those administrators as being acceptable and not overly time consuming.

1. Each year before equipment is used in September, a check is made against the master inventory list (computer inventory list from central office).
2. Early in September equipment is distributed to staff as needed. Equipment needed for extended periods of time is signed out at this time. This equipment becomes the responsibility of those who have signed it out.
3. The librarian (or library clerk) prepares separate lists of equipment signed out to individual staff members for long term use.
4. Items not signed out for longer periods remain in the library and checking it is the responsibility of the librarian.
5. Regularly (once or twice) per month copies of this list are sent or taken to each teacher to check off the items accounted for and returned to the librarian (or clerk) to be checked against the master list.
6. Missing items are then publicized in the school to attempt to locate them.
7. Failure to locate any items necessitates filing a missing or stolen article report.
8. At the end of June all equipment is returned to and stored in a safe and secure central location to facilitate checking and repair.

Other suggestions made by committee members included:

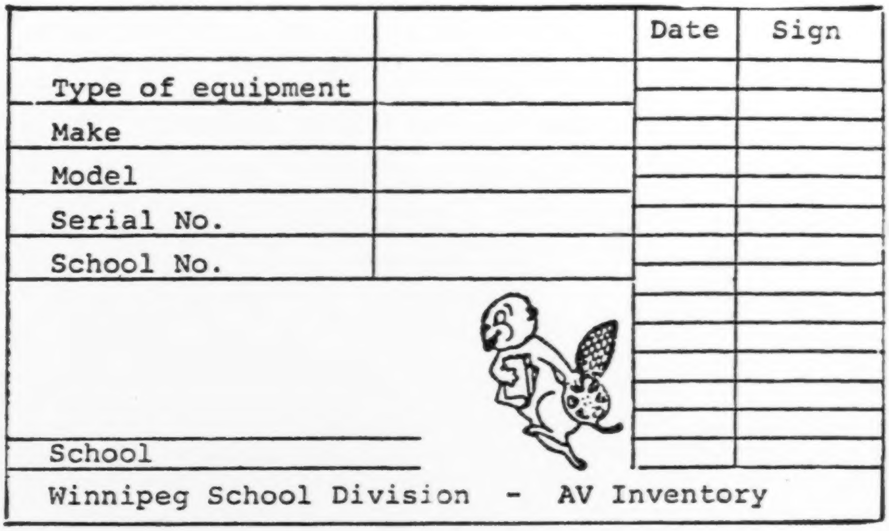
- items not used regularly in the classroom should be returned to the library to minimize losses during break-ins.

4.11.4 MAINTAINING AV EQUIPMENT RECORDS

1. Holding Records

1.1 Record keeping methods vary from school to school. Formats include:

1.1.1 A card file of AV Inventory Cards.



		Date	Sign
Type of equipment			
Make			
Model			
Serial No.			
School No.			

School

Winnipeg School Division - AV Inventory

1.1.2 A list of holdings showing the same information as the AV Inventory cards
- This list can be typed
- A photocopy of the cards in the card file can serve as a holdings record.

1.1.3 A computer print-out is produced by the Secretary-Treasurer's Department and sent to schools annually

1.2 Additions are made to the holdings record for newly acquired items:

1.2.1 When a Purchase Order is generated and the invoice has been cleared, the information is entered into the computer by the Secretary Treasurer's Department and will appear on the next edition of the school's print-out.

1.2.2 When equipment is purchased from School Funds or with donations from the Home and School Association, etc., these items should be listed on Form 3-91 (attached). This form must be forwarded to the Secretary-Treasurer's Department so that the items can be added to the computer records.

1.2.3 An OP4 number must be assigned to each new piece of equipment. This number is engraved on the equipment and is unique to each school (See Handbook 4.10.9.1.1)

1.2.4 Schools are responsible for printing the tag number, provided on the Computer Print-Out, on each piece of equipment using a permanent felt pen.

1.3 Withdrawals

1.3.1 Items taken off inventory must be sent to T.L.R.C. where they are used for parts.

1.3.2 The school holdings record should be updated using the copy of the computer print-out.

1.3.3 T.L.R.C. notifies the Secretary Treasurer's Department so that the item is removed from the data file for the computer print-out.

1.3.4 When an item cannot be located during a formal inventory of AV equipment the "Report Re: Missing Equipment" (Form 3-90) should be filled out and forwarded by the school to the Secretary Treasurer's Department so that the item can be deleted from the school's inventory record for the next computer print-out.

2. REPAIRS

2.1 Items needing repair are sent by courier to T.L.R.C. with the type of malfunction and school name clearly indicated on an attached note.

2.2 A Service Report Confirmation is sent from T.L.R.C. to the school to acknowledge receipt of the equipment. (See Handbook 4.8.10.1)

2.3 At the end of each month schools are notified of kinds of repairs and costs.

2.3.1 Schools receive Service Reports for each item sent in during the month. Attached to these service reports is a list of items repaired and costs. (See Handbook 4.8.10.2 and 4.8.10.3)

2.4 If an item cannot be repaired it is taken off inventory.

2.4.1 A Service Report is sent to the school stating that the item is not repairable and giving the reason.

2.4.2 The school holdings record should be updated using the copy of the computer print-out.

2.4.3 The Secretary-Treasurer's Department is notified by T.L.R.C. to remove the item from the school's computer inventory and print-out. (See 1.3.3 under "Withdrawals")

3. COSTS

3.1 AV equipment repair cost show on the print-out Expenditure Guideline Report - by Department Audio Visual (Report 25) Cost for each school is shown on the "590 Equipment Repairs" line in the column "YTD - EXPENDED".

4. FORMAL INVENTORY

   All schools are expected to complete their own formal inventory of AV equipment before school closes each year and at other times as designated by the principal. (See 4.11.4 Inventory Control of AV Equipment in Elementary Schools)

5. MAINTENANCE PROGRAM (SUMMER)

   5.1 Instructions for preparing for the summer maintenance program conducted by T.L.R.C. in elementary and junior high schools are given in the Handbook. (See 5.12.2)

   5.2 The Service Report Confirmation form (See 4.8.10. 1) is used to list items removed from schools for repairs during the summer.

THE WINNIPEG SCHOOL DIVISION NO. 1
Secretary-Treasurer's Department

Date: ______________________

Report Re: MISSING EQUIPMENT

To the Secretary-Treasurer

The following items of equipment cannot be located and are considered to have mysteriously disappeared.

Computer Inventory Tag Number	Description	Make/Model	Serial Number	Comments

(SCHOOL COPY)

School ______________________

____
(Signature of Principal)

Form 3-90

THE WINNIPEG SCHOOL DIVISION NO. 1
Secretary-Treasurer's Department

Report Re: Additions To Equipment Inventory

To the Secretary-Treasurer

The following item(s) are to be added to the school's equipment inventory:

Description	Make/Model	Serial No.	Supplier/Source	Original Cost	Date Received	Location (Room)

(SCHOOL COPY)

Date: ______________________

____
(School)

____
(Principal's Signature)

Form 3-91

VOLUNTEERS

IN THE

LIBRARY

✓ 4.12.1 STUDENT ASSISTANTS

✓ 4.12.2 ADULT VOLUNTEERS

4.12 VOLUNTEERS

Involving volunteers in the library benefits both the school and the volunteers.

BENEFITS TO THE SCHOOL

1. Performance of specific tasks on a regular basis.
2. Utilization of volunteers' special skills and interests.
3. Development of advocates with a better understanding of the library program, problems and needs.

BENEFITS TO THE VOLUNTEER (STUDENT, ADULT)

1. Development of skill in using library.
2. Opportunity to meet responsibilities.
3. Opportunity to work with peers.
4. Opportunity to develop confidence and better self image.
5. Opportunity to develop one's special abilities. (artistic, etc.)

4.12.1 STUDENT ASSISTANTS

RECRUITING

Recruiting procedures may vary depending upon the operational structure of the school. Possibilities include:

1. Advertising and requiring a letter of application.
2. Teacher recommendation
3. Recruiting students to work in the library in their "spare" periods. (secondary level)

Additional recruits may be added throughout the year:
- to give new students an opportunity to serve
- to replace drop-outs

POSSIBLE TASKS

1. Circulation duties
2. Writing consideration cards
3. Rough filing
4. Bulletin boards
5. Bookmarks
6. General housekeeping duties

TRAINING

Training should be provided for each task assigned. The most effective training method is:

1. Demonstration
2. Having students act out the task to check for understanding

Ideally, training would be a cooperative effort by all library staff. On-going supervision and retraining, as necessary, are essential components of a volunteer program.

SCHEDULING

1. The number to be scheduled at any one time will depend on the number and variety of tasks to be performed.
2. Prepare a chart of work schedules and a checklist of daily general housekeeping tasks.

EXPRESSING APPRECIATION

Possibilities include:
- special field trip(s)
- parties
- presentation made at year-end assembly of certificate of appreciation and/or book
- book purchased for library and dedicated to volunteers

4.12.1

Presented to

____

IN APPRECIATION OF WORK BEING DONE AS AN ASSISTANT

IN THE LIBRARY DURING THIS SCHOOL TERM

IN WINNIPEG SCHOOL DIVISION NO. 1

____
LIBRARIAN

DATE ______________________

____
PRINCIPAL

4.12.2 ADULT VOLUNTEERS

RECRUITING

One or more strategies may be used, as appropriate:

1. Letter sent to home (by mail and/or with student)
2. School newsletter or newspaper
3. Announcement at Parent/Teacher Association meeting
4. Leader of volunteer group who recruits candidates
5. Recruitment by Division's Volunteer Coordinator
6. Recruitment of senior citizens

POSSIBLE TASKS

In addition to tasks listed in 4.12.1 adult volunteers can assist in the following ways:

1. Circulation
    - Mending books
    - Assembling materials requested by teachers
    - Recording statistical data
2. New Material
    - Typing bibliographies
    - Filing in public catalogue
3. Production
    - Mounting pictures for picture file
    - Preparing pamphlet file material
    - Making overhead transparencies
    - Making teaching games
    - Reading stories on tape
4. Working with Students
    - Reading to
    - Listening to
    - Helping find materials
    - Assisting with use of audio visual equipment
    - Typing students' stories
    - Supervising student assistants
5. General Housekeeping
    - Assisting with inventory
    - Removing card sets for withdrawn materials

TRAINING

Adequate training and supervision must be given, with retraining as required.

A sample agenda for an orientation session for adult volunteers follows:

1. General school policies
2. Guidelines for volunteers
    - Confidentiality
    - Use of staff room
    - Dress (e.g. - are shorts, halter tops allowed?)
    - Communication/Feedback
    - Commitment (absenteeism)
3. Library policies
    - Staffing relationships
    - Discipline
    - Program goals
4. Overview of tasks
5. Outline of training program
6. Coffee and refreshments

    Completing of volunteer information sheet (if still interested)

    - Skills
    - Areas of interest
    - Times they prefer to work

    Those who are reluctant should be allowed to make a graceful exit at this point.
7. Tour
    - Library
    - School
8. Begin training program if time permits.

    The training program should consist of a series of workshops that are meaningful practicums. Teach procedures by demonstration and then have the participants "walk through" the routine to check understanding.

SCHEDULING

1. A "job-book" can be used both to inform volunteers of tasks to be done and as a checklist of tasks completed.
2. There should also be a policy and procedures manual for volunteers for checking out correct procedures when unsure.

EXPRESSING APPRECIATION

Express appreciation publicly through:

- a year-end coffee party for volunteers with staff invited
- presentation made at special assembly, for example:
  - certificate of appreciation
  - book
  - book written by student

PROPOSED POLICY KMA

SUBJECT: PARENT INVOLVEMENT IN EDUCATION

APPROVAL DATE:
REVISION DATE:
PAGE: 1 of 4

DRAFT

1. General

The Board of Trustees endorses and encourages the involvement of parents/guardians in the education of their children. The Board of Trustees believes that the education of children is a partnership between the home and the school with the objective being to increase the understanding and communication about the child and the educational process so that each may benefit from increased knowledge and awareness.

2. Role of Parents/Guardians in the Education Process

2.1 Home and School/Parent Councils

The Board endorses the establishment of and support for organizations such as Parent Councils, Home and School Associations, and Parent-Teacher Committees which are advisory and supportive to the educational process. The Board expects all staff members, and in particular school principals, to work closely and in harmony with all properly constituted parent groups in pursuit of the following goals:

a) To involve parents/guardians and school personnel in a cooperative and sustained system of activities which will increase the educational opportunities of the children both in school and at home;

b) To improve the relationship and communication between parents and school personnel by:

  i) defining their relationship to each other;

  ii) defining their roles as they pertain to the children served by the schools;

  iii) identifying the specific needs and resources of the community as well as the available needs and resources of the individual school

c) To provide teachers and administrators with opinions and viewpoints that will lead to a better analysis of the needs of the general student population and more relevant program planning.

d) To develop the skills required by school personnel to function effectively in a working relationship with parents and other community members;

e) To provide appropriate parental input in curricular areas without infringing on the duties and responsibilities of professional staff to deliver programs as mandated by Manitoba Education and the policies and procedures of the Division.

f) To assist in the development of policy statements and related regulations and procedures both at the school and the Division level.

2.2 Selection of School Principals and Vice-Principals

As defined in the procedures for the Selection of Principals and Vice-Principals:

a) Input will be solicited from representatives of the community with respect to identifying the needs of the schools when vacancies for school principals occur.

b) A representative of the Parent Council/Community will be involved as part of the interview team when interviews are held for principal and senior vice-principal positions.

c) Appropriate input from parents/guardians will be solicited through the school principal during the selection process for other vice-principal positions.

2.3 Facilities

a) Facilities Planning Process

Where a significant change is contemplated for a school or school program (ie. addition of major program or closing of the school), parents/guardians from the school(s) affected by such a decision will be involved according to the Facilities Planning Process as adopted by the Board. (April 12, 1983)

b) Capital Building Projects

A representative of the Parent Council/Community will be involved as members of the planning committee for all capital projects for major additions, renovations, replacement or the new construction of schools.

2.4 Fund Raising

As defined in Policy IGDF, Fund Raising in Schools:

DRAFT

a) Parents/guardians shall be advised of and have the opportunity to be involved in all fund-raising projects initiated by the school.

b) Parent Councils may initiate and coordinate fund-raising projects in consultation with the school principal.

2.5 Student Discipline

Parents/guardians and/or parent councils shall be involved in the development of a policy and procedures on discipline which are to be developed and implemented at each school in accordance with Division guidelines.

2.6 School Volunteers

Schools shall provide the opportunity and training for parents and others to function as volunteer supports in the educational process.

Volunteers will work at the request of and under the direction of a professional staff member.

2.7 Block Parents Association

The Winnipeg School Division No. 1 endorses and supports the Block Parents Association.

2.8 Ad Hoc Committees

The Board of Trustees may establish Ad Hoc Committees to function in an advisory capacity to the Chief Superintendent or the Board of Trustees to address particular issues. Parent or community input or involvement may be sought through these committees.

a) All Ad Hoc Committees established shall be advisory committees.

b) All recommendations from Ad Hoc Committees shall be submitted to the Chief Superintendent or the Board of Trustees for consideration.

c) Terms of reference and membership of Ad Hoc Committees shall be determined when such a committee is established.

PROPOSED POLICY KMA

SUBJECT: **PARENT INVOLVEMENT IN EDUCATION**

APPROVAL DATE:

REVISION DATE:

PAGE: 4 of 4

DRAFT

3. Communication with Parents

3.1 Parent-Teacher interviews shall be held at least twice a year.

3.2 Regular communication is encouraged between parents/guardians and the members of the professional staff involved with their child/children.

3.3 In order to resolve concerns identified by the individual parent, the following process should be followed:

a) The parent should make the initial contact at the school level with the principal and/or teacher.

b) If further action is required, parents/guardians should contact the Superintendent of Elementary Schools or the Superintendent of Secondary Schools.

c) If the matter remains unresolved, parents/guardians should contact the Chief Superintendent.

d) Final appeal may be made to the Board of Trustees.

3.4 Decisions with regard to placement of students in special education programs shall be discussed with the parents/guardians.

4.13

PUBLIC RELATIONS

4.13 PUBLIC RELATIONS AND COOPERATIVE TEACHING

Summary of discussions in Route III Study Sessions held in 1983-84.
Participants examined the following questions:
- Who are our clients
- What is the message we want to communicate?
- How do we communicate our message?

CLIENT - TEACHERS

WHAT IS OUR MESSAGE?

1. Cooperative teaching will benefit the students as it will:
    - 1.1 Permit more individualization of program
    - 1.2 Permit more student participation through small group activities
    - 1.3 Make learning independent learning skills more meaningful for the student
2. Cooperative teaching will benefit the teacher as curriculum implementation can be shared with another person.
3. School librarians are not just keepers of books, but are experienced classroom teachers with special expertise in selection and use of multi-resources.

HOW DO WE COMMUNICATE OUR MESSAGE?

1. Ask for copies of teachers' assignments in advance:
    - to identify materials
    - to identify skills students will need to use
2. Offer to teach a skill lesson related to a teacher's assignment.
3. Meet with individual teachers to identify units where they plan to use library materials.
4. Meet with subject departments, teaching teams or grade groups to identify priority skills to be taught.
5. Compliment teacher, in front of others, on how well students are doing in current unit.
6. Advertise successes:
    - informally in staff room
    - formally in written reports to staff, community, Division publications such as Our Schools, Inklings.
7. Share information from study sessions with teachers.
8. Take an interest in teachers' subject-area inservices. Attend if possible.
9. Involve teachers in:
    - 9.1 Selection of materials for library
    - 9.2 Evaluation of cooperative teaching projects
    - 9.3 Evaluation of library program including cooperative planning and teaching

CLIENT - SCHOOL ADMINISTRATORS

WHAT IS OUR MESSAGE?

1. School librarians are experienced classroom teachers with special expertise in selection of materials and development of students' skills in using those materials (process skills).
2. Through cooperative teaching librarians can assist administrators in implementation of new curricula (which emphasizes process rather than content).
3. Through cooperative teaching librarians can assist administrators in the planning and implementation of school programs related to:
   - use of computers
   - meeting needs of gifted and talented students

HOW DO WE COMMUNICATE OUR MESSAGE?

1. Prepare written reports for the administration on a regular basis - monthly or bi-monthly. Focus on cooperative teaching activities in the reports. Discuss written reports with administrators.
2. Attend Department Head meetings.
3. Be visible when involved in planning sessions with teachers.
4. Use opportunities for informal conversation in staff room to advertise successful cooperative teaching activities.
5. Invite principal to observe cooperative curriculum implementation activities as a result of cooperative planning.
6. Share information from study sessions with principal.
7. Discuss with administrators what you are prepared to do:
   - to assist teachers in implementation of new curricula
   - to assist in development of computer awareness programs
8. Involve administrators in identification of priority goals for school's library program.
9. Involve administrators in evaluation of school's library program.

CLIENT - PARENTS AND COMMUNITY

WHAT IS OUR MESSAGE?

Through cooperative teaching involving the teacher librarian and the classroom teacher, students are:

1. Receiving more individualized teaching
2. Learning independent learning skills which will prepare them for the world of the future with changing jobs
3. Becoming critical and informed users of all media formats including television, film and computer

HOW DO WE COMMUNICATE OUR MESSAGE?

1. Recruit parent and community volunteers
2. Be available to talk to parents during parent-teacher interviews
3. Use PTA meetings to:
    - 3.1 Make presentation on cooperative teaching
    - 3.2 Display examples of cooperative teaching projects identifying librarian, classroom teacher and class
    - 3.3 Meet parents informally
4. Hold "Open House" in the library displaying examples of cooperative teaching
5. Displays of cooperative teaching projects in "public" area of community, for example, a shopping mall
6. Articles of cooperative teaching projects in Our Schools or community newspapers
7. Cooperative teaching projects that involve:
    - 7.1 Students going into the community to interview individuals or research industries or businesses
    - 7.2 Using members of the community as resource people

CLIENT - BOARD OF TRUSTEES

WHAT IS OUR MESSAGE?

1. Teacher librarians are a good investment because, through cooperative teaching with classroom teachers, they can maximize use of existing library resources in curriculum implementation.
2. Budgets for materials are used to better advantage if schools have teacher librarians with specialized training in selection of materials.
3. For cooperative teaching to be a reality staffing patterns for teacher librarians must reflect the need for planning time.

HOW DO WE COMMUNICATE OUR MESSAGE?

1. Contribute to Our Schools on successful current examples of cooperative teaching in the division.
2. Contribute displays of completed cooperative teaching projects for the Board Room of the Administration Building:
   - indicating it is a cooperative teaching project
   - indicating independent learning skills taught and used by the students
   - identifying teacher librarian, classroom teacher, class and students
3. Invite trustees from school's area to special school events and parent meetings where cooperative teaching is a focus.
4. Volunteer to serve on Divisional committees related to program development:

   E.g.: Computer
   Gifted and talented
   ESL
   Curriculum implementation

NETWORKING

PART 5

DIVISIONAL SUPPORT OF SCHOOL PROGRAMS PROVIDED BY T.L.R.C.

5.1 STAFF RELATIONSHIPS WITHIN DIVISION
5.2 T.L.R.C. SCOPE OF SERVICES
5.3 T.L.R.C. STAFF RELATIONSHIPS
5.4 T.L.R.C. FACILITIES
5.5 PROFESSIONAL DEVELOPMENT SERVICES
5.6 PROCESSING SERVICES
5.7 REFERENCE SERVICES
5.8 FILM SERVICES
5.9 PRODUCTION SERVICES
5.10 EQUIPMENT REPAIR SERVICE
5.11 EQUIPMENT LOAN SERVICE
5.12 MAINTENANCE AND INVENTORY PROGRAMS
5.13 ADVISORY COMMITTEES
5.14 OTHER COMMITTEES
5.15 PUBLICATIONS
5.16 POLICY PAPERS

5.1

STAFF RELATIONSHIPS

WITHIN

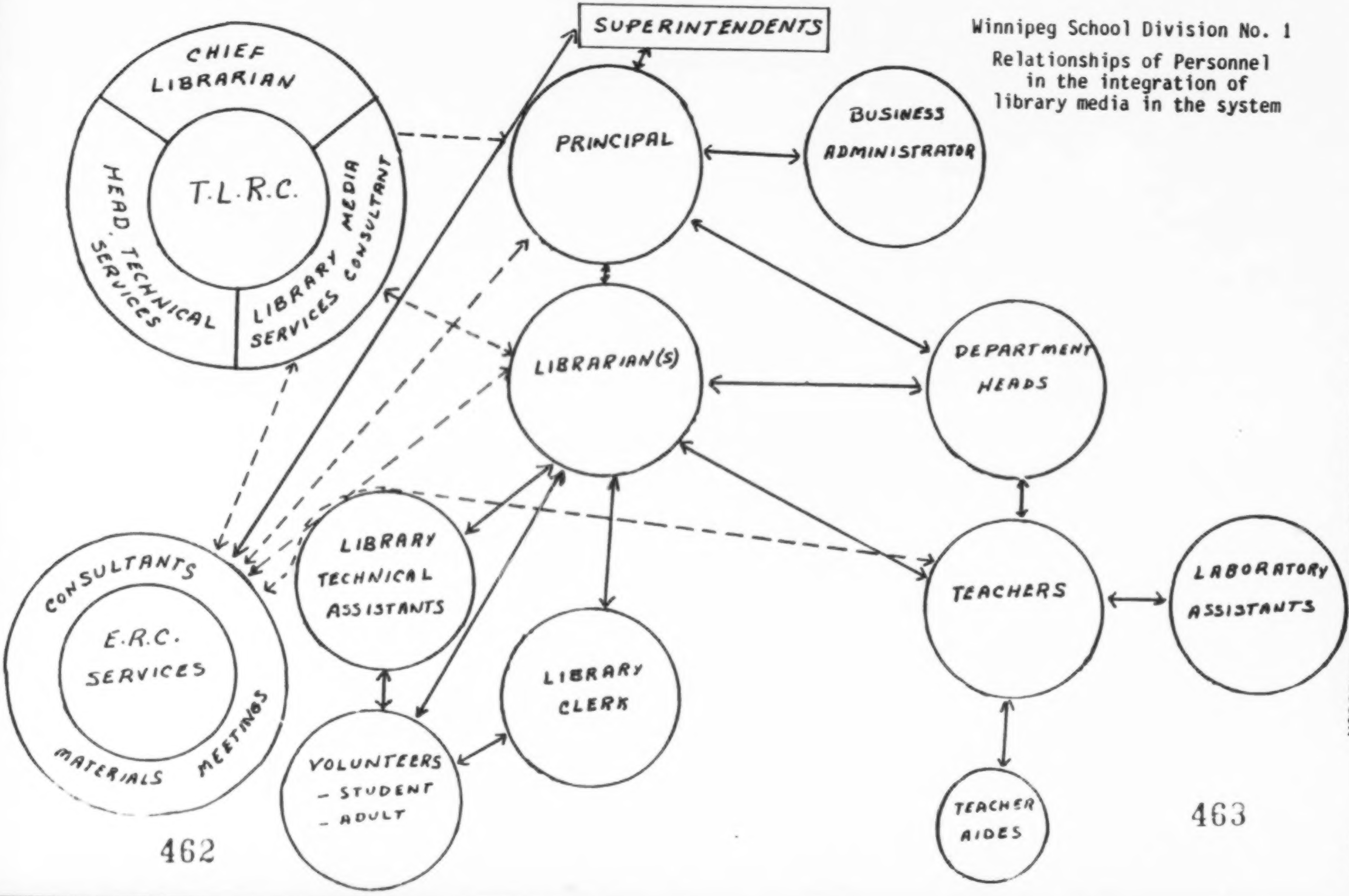
THE DIVISION

✓ 5.1.1 ADMINISTRATIVE STRUCTURE

ADMINISTRATIVE STRUCTURE

Winnipeg School Division No. 1

Relationships of Personnel in the integration of library media in the system


SUPERINTENDENTS
CHIEF LIBRARIAN
T.L.R.C.
HEAD. TECHNICAL SERVICES
LIBRARY SERVICES
MEDIA CONSULTANT
PRINCIPAL
BUSINESS ADMINISTRATOR
LIBRARIAN(S)
DEPARTMENT HEADS
LIBRARY TECHNICAL ASSISTANTS
TEACHERS
LABORATORY ASSISTANTS
CONSULTANTS
E.R.C. SERVICES
MATERIALS
MEETINGS
LIBRARY CLERK
VOLUNTEERS
- STUDENT
- ADULT
TEACHER AIDES

T.L.R.C. SCOPE OF SERVICES

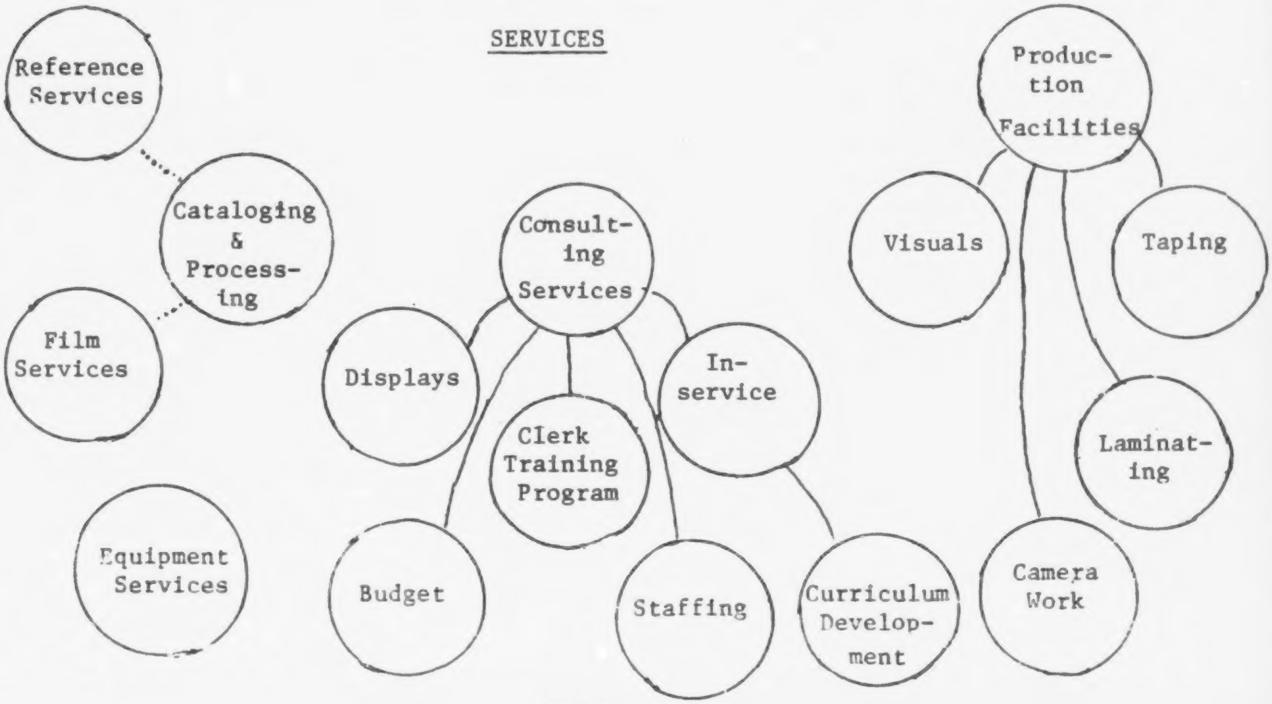
✓ 5.2.1 T.L.R.C. SCOPE OF SERVICES

TEACHERS LIBRARY AND RESOURCE CENTRE

1180 Notre Dame Avenue
WINNIPEG, Manitoba. R3E 0P2
Phone - 772-2474

The Teachers Library and Resource Centre provides several types of services to the teaching staff of Winnipeg School Division:

1. Consultant assistance on integrated development of individual study skills at each level with a growing independence for students as they mature.
2. Reference materials and information to strengthen the school collection in any subject area of study and with emphasis on teaching ideas and techniques.
3. Interlibrary loan assistance among Winnipeg School Division libraries based on a large data bank of materials catalogued for our division, plus interlibrary loans from other outside systems.
4. Assistance with selection and ordering of new materials for use in developing courses of study or for enrichment of established courses.
5. Production facilities and/or instruction with photography, overhead transparencies, slide-tape preparation, colorlifting, etc.
6. Film and videotape circulation to all schools via a regular booking system for the school library, or by telephone daily between 11:30 and 1:30 for 48 hour loans.
7. Equipment maintenance and instruction in various possibilities for usage, with limited back-up loan equipment for emergency or short term use.
8. Cataloguing and processing of all instructional materials for each school to permit easy access and sharing or exchange of materials held within the system.
9. Hours of Services:
    1. Regular school days 8:30 - 5:00
    2. Holiday periods 8:30 - 4:30


Reference Services
Cataloging & Processing
Film Services
Equipment Services
Consulting Services
Displays
Clerk Training Program
In-service
Budget
Staffing
Curriculum Development
Production Facilities
Visuals
Taping
Laminating
Camera Work

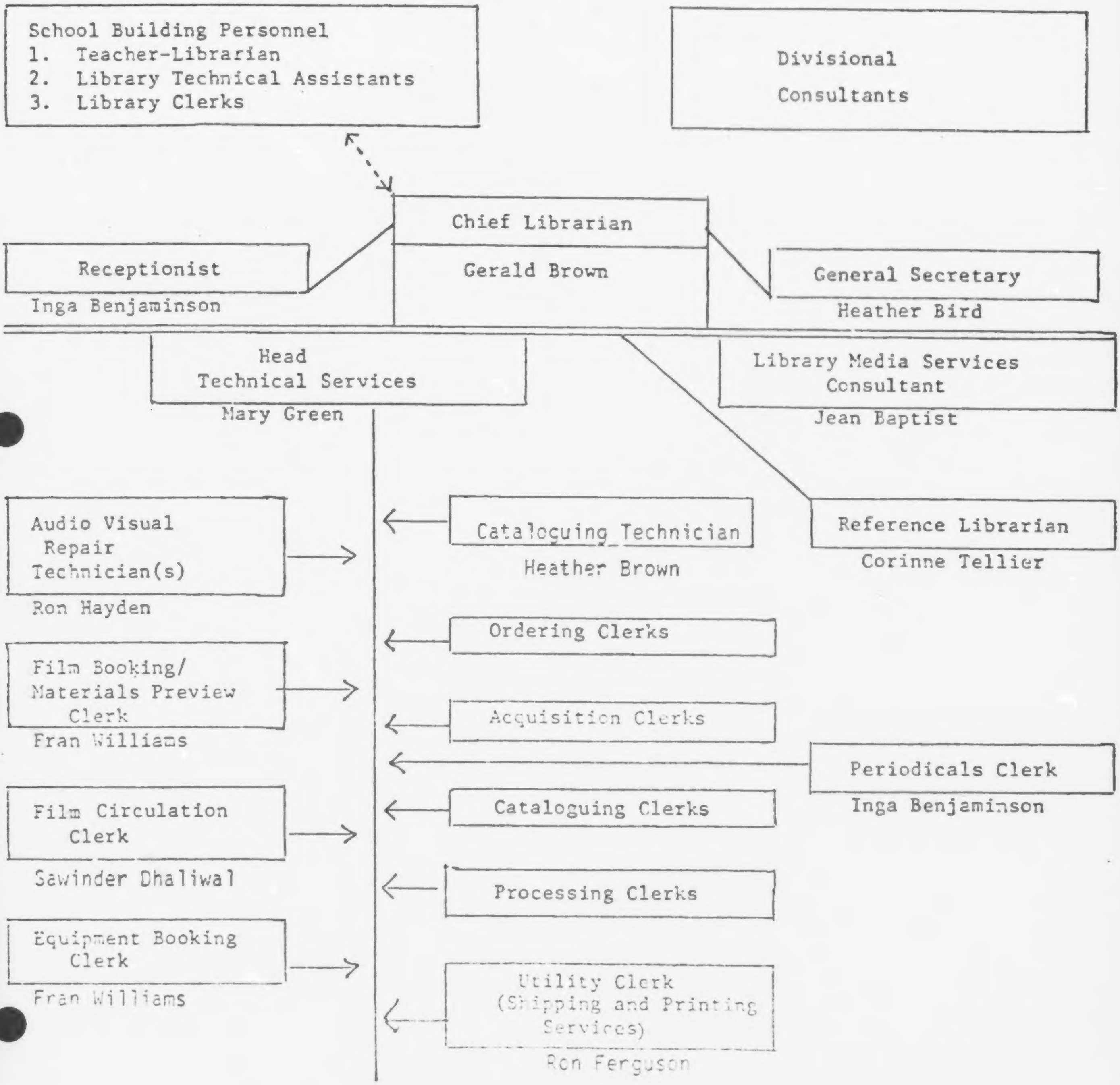
SERVICES

STAFF RELATIONSHIPS

✓ 5.3.1 STAFF RELATIONSHIPS IN LIBRARY MEDIA SERVICES

The Winnipeg School Division No. 1
Teachers Library & Resource Centre
1180 Notre Dame Avenue
Winnipeg Manitoba R3E OP2
Telephone
772 - 2474

STAFF RELATIONSHIPS IN LIBRARY MEDIA SERVICES


School Building Personnel
1. Teacher-Librarian
2. Library Technical Assistants
3. Library Clerks
Divisional Consultants
Chief Librarian
Gerald Brown
Receptionist
Inga Benjaminson
General Secretary
Heather Bird
Head Technical Services
Mary Green
Library Media Services Consultant
Jean Baptist
Audio Visual Repair Technician(s)
Ron Hayden
Cataloguing Technician
Heather Brown
Reference Librarian
Corinne Tellier
Ordering Clerks
Film Booking/ Materials Preview Clerk
Fran Williams
Acquisition Clerks
Periodicals Clerk
Inga Benjaminson
Film Circulation Clerk
Sawinder Dhaliwal
Cataloguing Clerks
Processing Clerks
Equipment Booking Clerk
Fran Williams
Utility Clerk (Shipping and Printing Services)
Ron Ferguson

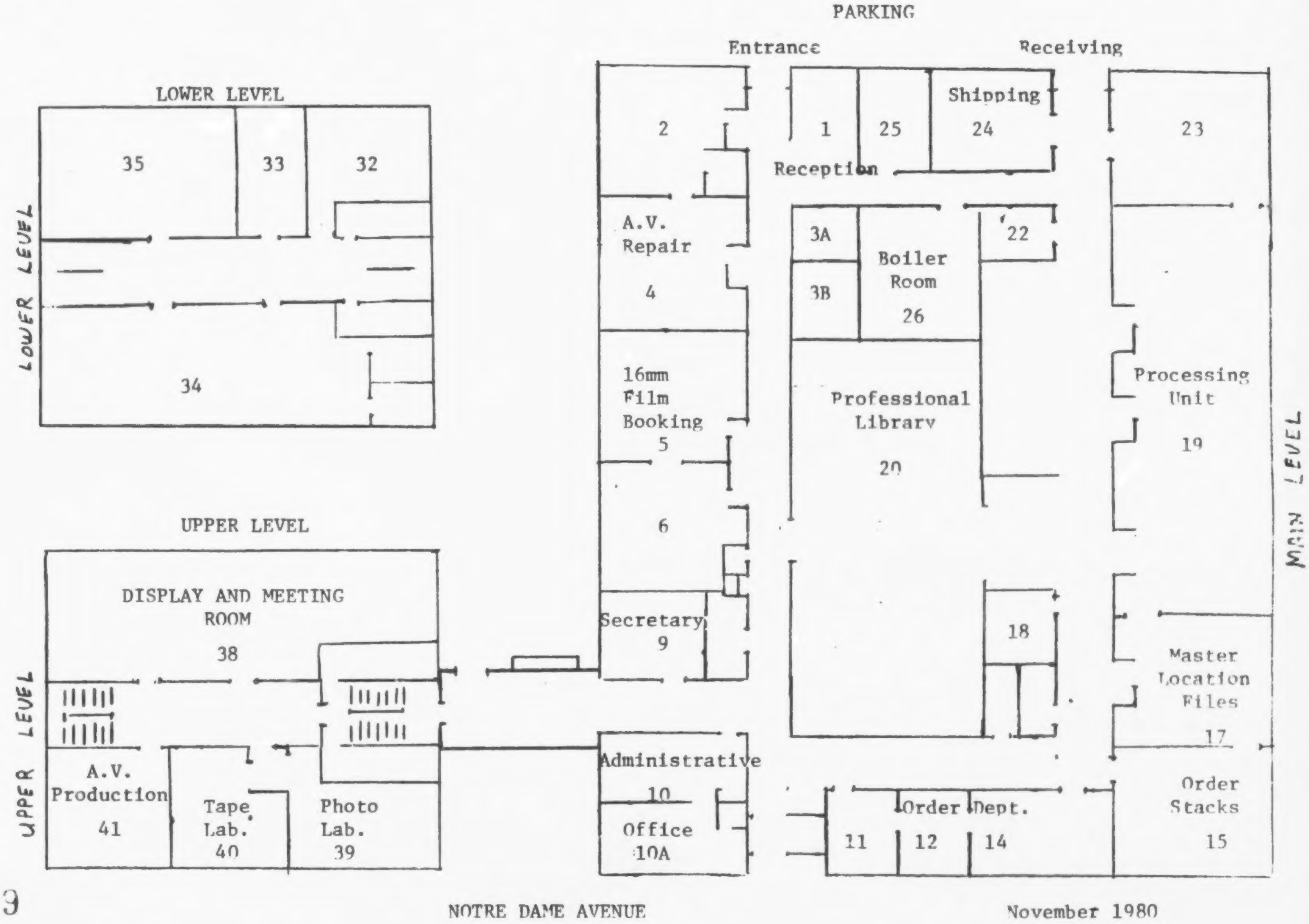
T.L.R.C. FACILITIES

✓ 5.4.1 FLOOR PLAN

5.4.2 MEETING ROOMS

5.4.3 TOURS

T.L.R.C.


PARKING
Entrance
Receiving
LOWER LEVEL
35
33
32
34
LOWER LEVEL
UPPER LEVEL
DISPLAY AND MEETING ROOM
38
UPPER LEVEL
A.V. Production
41
Tape Lab.
40
Photo Lab.
39
2
A.V. Repair
4
16mm Film Booking
5
6
Secretary
9
Administrative
10
Office
10A
1
25
Shipping
24
23
Reception
3A
3B
Boiler Room
26
22
Professional Library
20
Processing Unit
19
18
Master Location Files
17
Order Dept.
11
12
14
Order Stacks
15
MAIN LEVEL
NOTRE DAME AVENUE

November 1980

5.5

PROFESSIONAL DEVELOPMENT

SERVICES

✓ 5.5.1 CONSULTANT SERVICES

✓ 5.5.2 LIBRARIANS' STUDY SESSIONS

✓ 5.5.3 CLERKS' AND L.T.A.S' IN-SERVICE TRAINING SESSIONS

✓ 5.5.4 LIBRARIANS' ORIENTATION SESSIONS

5.5.5 ORIENTATION FOR NEW TEACHERS

✓ 5.5.6 CLERKS' AND L.T.A.S' OUTLINE FOR TRAINING

✓ 5.5.7 SCHOOL INITIATED WORKSHOPS

✓ 5.5.8 "VOLUNTARY" WORKSHOPS

✓ 5.5.9 EVALUATION

5.5.9.1)
5.5.9.2) Sample forms
5.5.9.3)

5.5.1 CONSULTANT SERVICES

The long range implementation of programmes for curriculum integration, staff training, collection development and facilities improvement are the responsibilities of the Consultant personnel in the Division. One obligation is the guiding and encouraging of personnel new to the system and new to the library field. Discussion and suggestion help many beginners evolve their own philosophy appropriate to their school's needs and to the Division's objectives. Much time is spent on individualized support. Secondly, work is done with new principals and transferring librarians to ease the adjustment to new situations and to relate to changing needs through personal growth.

Consultant personnel work with the T.L.R.C. Program Planning Advisory Committee composed of representative librarians who plan the professional development study sessions for the season. These sessions deal with current practical policy and philosophical issues in library/media services development in the Division.

Consulting staff arrange workshops, inservices, and seminars in response to locally identified needs. They work closely with classroom teachers in designing alternative curriculum programs and resources. They are on hand to identify specialized resources in addition to the school's specific collections. Above all, they encourage and facilitate the growth of the teacher's own production and program design skills. It is the goal of each consultant to help each teacher become skilled in

1. media production
2. materials integration
3. cultural and literary appreciation program design
4. independent skills development

by totally involving the library staff with them in all their programs.

LIBRARIAN STUDY SESSION APPLICATION 1981-82

The Winnipeg School Division No. 1
Teachers Library & Resource Centre
1180 Notre Dame Avenue
Winnipeg Manitoba R3E OP2
Telephone
772 - 2474

2 September 1981

NAME ______________________ SCHOOL ______________________

Please indicate your choices by marking the appropriate boxes. Select one (1) Route for each term. The alternatives presented make it possible to select a different route in the second term. Note also that two types of time slots are provided.

ROUTE DESCRIPTORS ROUTE I LITERARY & CULTURAL APPRECIATION 1. Creative writing as a skill development process 2. Scope and sequence in L. & C.A.: Discussing the components and techniques at different levels 3. Motivational techniques for reading guidance and L. & C.A. programs 4. Mediating the literature - Photography and poetry - Film and stories	FIRST TERM (2:30 - 4:30 p.m.) ☐ Sept. 25 Oct. 22 Nov. 26 Jan. 21	SECOND TERM (Half days) ☐ Feb. 8 (topic 1 only) Mar. 22 (topic 2 only)
ROUTE II INDEPENDENT LEARNING SKILLS 1. Open lines of communication - interpersonal - non-threatening - role definition 2. The V.T.R. factor - how Betamax is being used now - maximizing its potential 3. Interest centres: a listening component 4. Visual literacy: developing study guides	FIRST TERM (Half days) ☐ Oct. 14 (topic #1 only) Nov. 18 (topic #2 only)	SECOND TERM (2:30 - 4:30 ☐ Feb. 24 Mar. 12 Apr. 15 May 3
ROUTE III ORGANIZATION AND ADMINISTRATION 1. Selection - stretching your budget - handling salespeople - dealing with censorship 2. Advocacy role for librarians 3. Personnel management - techniques - budget - time - resources - staffing - management 4. Stress - use - handling	FIRST TERM (2:30 - 4:30 p.m.) ☐ Oct. 5 Nov. 9 Dec. 4 Jan. 13	SECOND TERM (Half days) ☐ Mar. 4 (topic 1 only) Apr. 23 (topic 2 only)

Please see verso ....

Would you be interested in attending a voluntary workshop on	4:00 - 6:00 p.m.	7:00 - 9:00 p.m.
1. Storytelling - Caroline Bauer followup	----------------	----------------
2. Microcomputers in the library	----------------	----------------
3. Programming for the gifted and talented in education (GATE)		
3.1 Applying Bloom's taxonomy	----------------	----------------
3.2 Focus on problem solving	----------------	----------------
4. Bias is a four letter word - Native education and 16mm film	----------------	----------------
5. Volunteers - recruiting, training and retraining	----------------	----------------
6. Weeding your collection - priorities and process	----------------	----------------

SPECIAL SESSIONS FOR NEW LIBRARIANS - at the T.L.R.C.

Friday, October 30 - 2:30 - 4:30 p.m.
Friday, January 29 - 2:30 - 4:30 p.m.
Friday, May 28 - 2:30 - 4:30 p.m.

P.P.A.C. MEETINGS

Thursday, September 17 - 1:00 - 4:30 p.m.
Friday, October 30 - 12:15 - 2:30 p.m.
Monday, December 14 - 1:00 - 4:30 p.m.
Friday, January 29 - 12:15 - 2:30 p.m.
Wednesday, May 19 - 1:00 - 4:30 p.m.
Wednesday, June 23 - 12:15 - 4:30 p.m.

P.P.A.C. COMMITTEE MEMBER 1981 - 82

Sheila Bleeks
Janet Goldack
Fran Gorber
Cathy Keyzer
Donna MacKenzie
Alice Moulton
Elsie Simms
Margaret Ann Smith
Leona Sookram
Barb Thomasson
Sandra Whitehead
Margaret Wilson
Berna Young

Please return your application on or before 11 September so that the P.P.A.C. can analyze your reports at their meeting early the next week. Thanks for your help.

Gerald R. Brown,
Chief Librarian

DISTRIBUTION:-__One copy to each Library clerk
__One copy to each Library Technical Assistant

5.5.3

The Winnipeg School Division No. 1
Teachers Library & Resource Centre
1180 Notre Dame Avenue
Winnipeg Manitoba R3E OP2
Telephone
772 - 2474

CLERK AND L.T.A. STUDY SESSION
(Full time personnel only*)

DATE: 01 April 1981 PLACE: T.L.R.C.

TIME: 8:30 a.m.
Coffee available at 8:00 a.m.

THEME: Building on Abilities

8:30 - 10:30	1. Filing 1.1 Overview 1.2 Activity or 1.3 Questions	1. Maintenance function 1.1 Overview 1.2 Activity 1.3 Questions
10:30 - 10:45	Coffee	
10:45 - 11:45	2. Administrative matters 2.1 Hours 2.2 Typing of reviews 2.3 AACR II 2.4 Cataloguing kits 2.5 Security systems 2.6 OP 4 2.7 Vacations and personal business 2.8 Continuing education opportunities	
11:45 - 1:15	Lunch - on your own. (See restaurants in vicinity of T.L.R.C. on verso)	
1:15 - 4:30	Awareness and communication training Leaders - members of W.S.D. Open Doors Committee	
4:30 - 4:45	Feedback and evaluation	

Sample Agenda

* A repeat session will be offered on 28 April for all part time personnel

PLEASE DETACH AND SEND TO AL DAVIS, T.L.R.C.

I would like the following questions on FILING dealt with at the study session on 01 April 1981.

STAFF DEVELOPMENT SEMINAR

SCHOOL LIBRARIANS

26-28 AUGUST 1981

FIRST DAY

1. Tour of building
2. Getting to know each other
3. Contact people in the division
4. Identifying major concerns

SECOND DAY

1. Timetables - scheduled, unscheduled
2. Circulation systems
3. Finding out what teachers are doing
4. Ways to begin helping teachers

THIRD DAY

1. Orientation - for teachers
   - for students
2. Who is my clerk?
3. How do I help her?
4. Volunteers - students
   - adults
5. Study Sessions
6. T.L.R.C. publications
7. Wrap up.

Sample Agenda

Clerks & LTA's Outline for Training

1. Role definition and clarification

2. Relationships with other school personnel

3. Working with kids
   - 3.1 training
   - 3.2 discipline

4. Standardized procedures
   - Circulation
   - Ordering
     - Materials
     - Periodicals
     - Supplies
   - Forms and Reports

5. Technical services
   - 5.1 processing
     - adapting
     - data file
     - descriptive cataloguing
       - book
       - AV
     - mending
   - 5.2 Ordering and Acquisitions
     - searching
     - reference questions
     - bibliographies
     - book reviews
     - weeding

6. A.V. services
   - equipment
   - supplies
   - production
   - film

7. Using T.L.R.C. Services

8. Organizing your time

9. Continuing education

Sample Agenda

The Winnipeg School Division No. 1
Teachers Library & Resource Centre
1180 Notre Dame Avenue
Winnipeg Manitoba R3E OP2
Telephone
772 - 2474

TO:

FROM: Gerald R. Brown, Chief Librarian.

RE: School Library Clerks Training Program.

Welcome to the TLRC staff. During the next week you will participate in a training program designed to orient you to the Winnipeg system. To provide basic knowledge and skills for work in the schools, specific activities have been scheduled for you.

Attached is an agenda of these activities for your 5 day training session. They include reading, browsing, working with TLRC staff, writing and discussion. You will be evaluated on your work here, and will be asked to discuss your experiences with the Chief Librarian and/or Head of Technical Services.

Please feel free to ask questions of any staff member at any time. An inquiring mind makes work both interesting and comprehensible.

EVALUATION FORM

SCHOOL LIBRARY CLERK TRAINING PROGRAM

Please comment on your experiences at T.L.R.C. during your 5 day training session.

Please rate the various aspects of the training session by circling a value on a 0-4 scale. "0" indicates a negative response while "4" indicates the most positive response. Use the following guidelines:

0 - not useful, poor
1 - less than satisfactory, fair
2 - adequate, satisfactory
3 - better than adequate, very good
4 - extremely good and useful

The training session	0	1	2	3	4
i) met my expectations----------------					
ii) was informative -------------------					
iii) was useful to me ------------------					
iv) was enjoyable and satisfying ------					
I would rate the training session as a whole					

In particular I liked (or found most worthwhile):

In particular I did not like (or found least worthwhile):

Suggestions re planning future school library clerk training sessions:

Name ________________________

Date ________________________

INTRODUCTION FORM

SCHOOL LIBRARY CLERK TRAINING PROGRAM

Please comment on your expectations regarding your 5 day training session at TLRC.

i) I expect to learn the following kinds of information:

ii) I expect to have the following kinds of experiences:

ii) I would especially enjoy:

Name______________________________

Date______________________________

SCHOOL LIBRARY CLERK TRAINING PROGRAM

REVIEW QUESTIONS

Please write on these topics:

A. How I imagine my relationship with the staff in my school . . .

B How I imagine my relationship with the students in my school . . .

C. What is a school library "program"?

D. Describe the relationship between selection of materials and ordering of materials.

E. Describe the process for ordering book and/or non-book materials in this Division.

F. Describe the importance of cataloguing to the school library program. Please give details.

G. How might I use TLRC reference?

H. How might I use TLRC AV services?

I How do I imagine the services of TLRC will affect my work in the school? Which TLRC staff members do I imagine I will contact and why?

NAME______________________________

DATE______________________________

SCHOOL LIBRARY CLERK TRAINING PROGRAM SCHEDULE

		TOPIC:	READINGS:	DISCUSSION QUESTIONS:	CONTACT PEOPLE: (Please fill in name.
DAY 1 POLICIES and PRACTICES	A.M.	Personnel matters: (& introduction to all staff) - Role Definition - Role Clarification - Relations with School Personnel	1. HANDBOOK Parts 2.2, 2.3.1 2.4.1, 2.4.2, 2.5.1, 2.5.2 2 INKLINGS - back issues. 3. APPRAISALS - back issues.	Introductory form. Question A Question B	1. Secretary: 2. Head Technical Services: 3. Consultant, Library Media Services.
	P.M.	Policy matters: - Philosophy of Service	1. HANDBOOK Parts 1.2, 1.3, Part 3,	Question C	1. Chief Librarian:
DAY 2 BASIC PROCEDURES	A.M.	Ordering and Acquisition: - Selection Tools - Searching - Forms - Budgets - Authorizations	1. HANDBOOK Parts 4.9.1, 4.9.2, 4.8	Question D Question E	1. Acquisitions Technician: 2. Orders Clerk: 3. Periodical Clerk: 4. Acquisitions Clerk:

SCHOOL LIBRARY CLERK TRAINING PROGRAM SCHEDULE

		TOPIC:	READINGS:	DISCUSSION QUESTIONS:	CONTACT PEOPLE (Please fill in name
DAY 2 TECHNICAL SERVICES	P.M.	Cataloguing, Adapting, etc., - Dewey System - Card formats - Economics of Central Processing	HANDBOOK Part 5.6	Question F	1. Descriptive Cataloguers: 2. Cataloguers: 3. Card Typists:
DAY 3 PROCESSING OF MATERIALS	A.M.	Processing, Shipping: Mending and Repairs Bindery Procedures Practical Review	HANDBOOK Part 5.6		1. Processers: 2. Utility Clerk:
	P.M.	Procedures for handling new material - Unpacking - Filing - Records Supplies - Standards - Sources	HANDBOOK Part 4.9.3 Part 4.9.4 Catalogues		

The Winnipeg School Division No. 1
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772 - 2474

TLRC NEW EMPLOYEE PERFORMANCE EVALUATION FORM

INSTRUCTIONS: The new employee is to be evaluated, immediately after completion of the initial orientation-training session using an evaluation scale of 1 to 6 (6 being highest score possible). Comments are to be recorded where appropriate.

A. The following criteria are to be used for the detailed evaluation.

1. WORK QUALITY (based upon practical work experience provided during the orientation-training session) 1 2 3 4 5 6

2. WORK KNOWLEDGE (based upon written work and accompanying discussion) 1 2 3 4 5 6

3. DEPENDABILITY (based on attendance and ability to follow instructions) 1 2 3 4 5 6

4. COOPERATION (based upon attitude towards staff involved in orientation-training session) 1 2 3 4 5 6

5. INITIATIVE (based upon the amount and kind of interest shown in questions asked during orientation-training session) 1 2 3 4 5 6

6. JUDGMENT (based upon decisions made during work experience provided during orientation-training session) 1 2 3 4 5 6

7. ADAPTABILITY (based upon attitude shown towards the variety of work situations provided and frustration level revealed during the stressful orientation-training session) 1 2 3 4 5 6

8. LEARNING CAPACITY (based upon practical work completed in orientation-training session)

   a. Speed 1 2 3 4 5 6

   b. Accuracy 1 2 3 4 5 6

SCHOOL LIBRARY CLERK TRAINING PROGRAM SCHEDULE

		TOPIC:	READINGS:	DISCUSSION QUESTIONS:	CONTACT PEOPLE (Please fill in
DAY 4 USING TLRC SERVICES	A.M.	Reference Services: - TLRC - School Receptionist functions	HANDBOOK Part 5.7	Question G	1. Reference Librarian: 2. Reference Technician : 3. Receptionist:
	P.M.	AV Services AV Production	HANDBOOK Part 5.8 Part 5.9 Part 5.10 Part 5.11	Question H	1. Consultant, AV 2. AV Technicians 3. AV Booking Cle 4. Film Clerk :
DAY 5 RELATIONS BETWEEN SCHOOLS AND TLRC	A.M.	Instructional Programs: - Scope - Function Circulation Systems: - Alternatives	HANDBOOK Part 3 Part 4.10	Question I	
	P.M.	Student Assistants: - Recruiting - Training - Supervision Parent Volunteers: - Training - Organization - Supervision Time Management: Continuing Education: Evaluation:	HANDBOOK Part 4.12 Part 4.1 Part 5.5	Evaluation forms & General discussion	Chief Librarian and Head, Technical Services

9. FACILITY OF EXPRESSION (based upon written work and discussion completed during orientation-training session)

a. Oral	1 2 3 4 5 6
b. Written	1 2 3 4 5 6

10. OTHER

OVER-ALL RATING

INSTRUCTIONS: Based on your personal knowledge of the employee's over-all performance during the rating period, place an (X) at the left of that one of the following statements which most accurately reflects his/her level of performance.

	Performance in many important respects fails to meet requirements.
	Performance meets most requirements but is deficient in several respects and has been brought to employee's attention.
	Performance meets basic requirements.
	Performance exceeds most requirements.
	Performance in every important respect is superior and there is no weakness in any material respect.
	Performance in every respect is outstanding and there is no weakness in any respect.

______________________________ Employee's signature

______________________________ Supervisor's signature

Date______________________________

T.L.R.C. CALENDAR FOR SCHOOL LIBRARIES

		ELEMENTARY	SECONDAR
September	Registration for Study Session	✓	✓
	First shipment of review materials for Appraisals are sent to schools	✓	✓
October	Film preview program commences	✓	✓
November	Searching at T.L.R.C. for December Orders	✓	✓
	First report to T.L.R.C. Ordering Department re periodicals not arriving	✓	✓
December	December 1 - Orders due at T.L.R.C. for 1/3 of budget for the following year	✓	
	December 15 - Orders due at T.L.R.C. for 1/4 of budget for the following year		✓
January	Searching at T.L.R.C. for February order		✓
February	February 15 - Orders due at T.L.R.C. for 1/4 of budget		✓
	Second report to T.L.R.C. Ordering Department re periodicals not arriving	✓	✓
	Searching at T.L.R.C. for March order	✓	
	Searching at T.L.R.C. for Special Development Fund orders in March	✓	✓
March	March 1 - Orders due at T.L.R.C. for 1/3 of budget	✓	
	March 15 - Orders due at T.L.R.C. for Special Development Funds	✓	✓
	Searching at T.L.R.C. for April order		✓
April	Prepare periodicals list for April periodicals order	✓	✓
	Vacation schedules due (clerks and LTAs)	✓	✓
	April 1 - Periodicals order due at T.L.R.C.	✓	✓
	April 15 - Orders due at T.L.R.C. for 1/4 budget		✓
	Bindery pick-up Look for date in Inklings	✓	✓
	Request for furniture and equipment due	✓	✓
May	Supplies may have been received by schools for current year	✓	✓
	Searching at T.L.R.C. for June orders	✓	✓
	Prepare supplies requisition	✓	✓
June	June 1 - Orders due at T.L.R.C. for remainder of budget	✓	
	June 15 - Orders due at T.L.R.C. for remainder of budget		✓
	AV equipment to be prepared for summer inventory crews. Look for instructions in Inklings	✓	✓
	Annual reports due	✓	✓
	Study session feedback forms due	✓	✓
	Film orders for T.L.R.C. film library may be submitted	✓	✓

5.5.7

The Winnipeg School Division No. 1
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1180 Notre Dame Avenue
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Telephone
772 - 2474

CREATIVE WRITING WORKSHOP

DATE: Friday, November 28, 1980 PLACE: Inkster School

OBJECTIVES:

1. To define what we mean by creative writing
2. To identify stages in learning to write
3. To examine appropriate grouping strategies
4. To examine how we can use literature to develop a sense of language
5. To identify basic patterns in literature
6. To explore how to use patterns in literature to stimulate creative writing
7. To identify specific techniques that will help students become "writers"
8. To explore ways to motivate reluctant writers
9. To examine procedures for developing specific skills
10. To analyze stages in implementation of an integrated writing program
11.
12.
13.

AGENDA

I Introduction
  1. Influences in Division
  2. Review of objectives
  3. Format of session

II Developing a definition for creative writing
  1. Small group discussion
  2. Sharing and analysis

III Stages in learning to write
  1.
  2.
  3.
  4.

IV Grouping strategies
  1. What?
  2. When?

Sample Agenda

V Using literature to develop a sense of language
  1. Why do we need to read aloud?
  2. Elements in literature
     a. What they are
     b. How to use them
  3. Patterns in literature
     a. What they are
     b. How to use them

COFFEE

VI Building a program

LUNCH

VII Helping students become successful writers (and readers)

VIII Motivating reluctant writers (and readers)

IX Developing specific skills
  1. Phonics, spelling
  2. Capitalization
  3. Punctuation

COFFEE

  4. Vocabulary development
  5. Concept development
  6. Independent learning skills

X Steps in implementation of an integrated writing and reading program

XI Wrap-up

The Winnipeg School Division No. 1
Teachers Library & Resource Centre
1180 Notre Dame Avenue
Winnipeg Manitoba R3E OP2
Telephone
772 - 2474

G.A.T.E. II

A follow-up workshop on Gifted and Talented in Education is being offered for those librarians and teachers who participated in any of the G.A.T.E. I sessions.

PLACE: T.L.R.C.

TIME: Tuesday, February 24, 1981
4:00 - 6:00 p.m.

OBJECTIVES:

1. To clarify the concept of structure as a basis for curricula for gifted and talented students.
2. To practice devising a series of activities or problems by which gifted and talented students could develop a particular generalization.
3. To identify component skills in creative problem solving.
4. To explore specific strategies for developing skills in creative problem solving.

AGENDA

1. Structure
   1.1 What? 1.2 Why?
2. Discussing method
   2.1 Concepts and generalizations
   2.2 Series of activities
3. Creative problem solving
   3.1 Component skills
   3.2 Teaching strategies

Sample Agenda

5.5.9.1

WORKSHOP EVALUATION FORM

Grade or Subject Area ______________________________

Please rate the various aspects of the workshop by circling a value on a 0-4 scale. "0" indicates a negative response while "4" indicates the most positive response. Use the following guidelines:

0 - not useful, very poor
1 - less than satisfactory, fair
2 - adequate, satisfactory
3 - better than adequate, very good
4 - extremely good and useful

	0	1	2	3	4
The workshop					
i) met my expectations -----------------					
ii) was informative --------------------					
iii) was useful to me -------------------					
iv) was enjoyable and satisfying --------					
As a result of the workshop, I feel that I have acquired					
i) increased skills in teaching --------					
ii) increased perspective in my work ----					
iii) a new sense of direction -----------					
iv) new ideas --------------------------					
I would rate the workshop as a whole as --					

What particular aspect of the workshop did you find most worthwhile?

5.5.9.2

ROUTE I
Literary and Cultural Appreciation
LIBRARIANS' STUDY SESSION PROGRAM PLANNING GUIDE 1980-81 - FIRST TERM

THEME: BUILDING ON ABILITIES

PROGRAM OBJECTIVES FOR STUDY SESSION

1. To provide an opportunity to share in the planning and development of the Divisional philosophy of library service
2. To encourage all staff to learn, review and practice skills in teaching and leadership

Please rate the various aspects of the study session by circling a value on a 0-4 scale. "0" indicates a negative response while your "4" indicates the most positive response. Use the following guidelines.

0 - not useful, very poor
1 - less than satisfactory, fair
2 - adequate, satisfactory
3 - better than adequate, very good
4 - extremely good and useful

DATE	LOCATION	TOPIC
21 October 1980	St. John's High School	Canadian Ethnic Fiction

OBJECTIVES

1. Identify what resources are available related to Canadian fiction
2. Demonstrate ways Canadian ethnic fiction is currently being used
3. Identify the dominant literary elements in Canadian ethnic fiction
4. Clarify how Canadian ethnic fiction and these literary elements relate to the curriculum

The study session:	4	3	2	1	0
i) was informative					
ii) was enjoyable and satisfying					
iii) increased my skills in teaching					
iv) broadened my perspective					

Comments

DATE	LOCATION	TOPIC
06 November 1980	T.L.R.C.	Elements of Literature and How They Relate to Curriculum Change

OBJECTIVES

1. To clarify the concept of dominant theme and sub-theme
2. To identify known titles related to the dominant theme or sub theme
3. To analyze the most important literary elements found in the titles on a theme
4. To practise stating these elements in terms of teaching objectives (concepts).

The study session:	4	3	2	1	0
i) was informative					
ii) was enjoyable and satisfying					
iii) increased my skills in teaching					
iv) broadened my perspective					

Comments

5.5.9.2 cont.

ROUTE I

DATE	LOCATION	TOPIC
03 December 1980	T.L.R.C.	Production of language, including application at the Secondary level

OBJECTIVES

1. To examine ways of broadening the scope of Production of Language to include processes other than writing.
2. To explore techniques to develop language at various levels (Elementary, Junior High, Senior High).

The study session:	4	3	2	1	0
i) was informative					
ii) was enjoyable and satisfying					
iii) increased my skills in teaching					
iv) broadened my perspective					

Comments ______________________________

DATE	LOCATION	TOPIC
08 January 1981	T.L.R.C.	Illustrations that Teach

OBJECTIVES

1. To clarify the concept "reading illustrations".
2. To analyze the specific skills that can be developed through reading illustrations as part of a literary and cultural appreciation program.
3. To explore teaching techniques that will develop these skills.

The study session:	4	3	2	1	0
i) was informative					
ii) was enjoyable and satisfying					
iii) increased my skills in teaching					
iv) broadened my perspective					

Comments ______________________________

What suggestions do you make to the PPAC about these sessions which will be repeated in the second term?

5.5.9.3

WINNIPEG SCHOOL DIVISION NO. 1

LIBRARIANS' STUDY SESSION PROGRAM PLANNING GUIDE 1980-81

THEME: BUILDING ON ABILITIES June 1981

Please help the P.P.A.C. assess the impact of the study sessions on program planning and development at the school building level by completing the checklist below.

	ROUTE I LITERARY & CULTURAL APPRECIATION				ROUTE II INDEPENDENT SKILLS			ROUTE III ORGANIZATION & ADMINISTRATION			
	1. Canadian literature, ethnic literature and the use of periodicals in literature programs	2. Elements of literature and how they relate to curriculum change	3. Production of language, including application at the Secondary level	4. Illustrations that teach - both I.L.S. and the artist's craft	1. Visual literacy, including language of film, perception, reading	2. Listening as an integrated activity	3. Beginner's film guide from - producer's point of view - viewer's point of view	1. How to design a workshop	2. Volunteers - defining their role	3. How do you organize maps, globes, models and kits	4. Orientation - what for whom?
1. Attended in First Term											
2. Attended in Second Term											
Since the session I have:											
3. Discussed the content with my principal											
4. Discussed the content with a peer (at least one teacher)											
5. Discussed the content with a peer (at least one librarian)											
6. Experimented with this concept/technique with a group of children											
7. Experimented with this concept/technique with a teacher and a group of children											

over ....

1. What aspects of study sessions have been most helpful to you?

2. What aspects of study sessions have been least helpful to you?

3. What factors in your school situation helped you implement some aspects of the study session program?

4. What factors in your school situation have blocked implementation of some aspects of the study session program?

5. Comments:

5.6

PROCESSING SERVICES

✓ 5.6.1 MATERIALS ORDERED ON LIBRARY BUDGET
✓ 5.6.2 MATERIALS ORDERED BY SCHOOL
5.6.3 DISCREPANCIES AND QUESTIONS
5.6.4 SUBJECT HEADINGS FOR
  5.6.4.1 FICTION AND EASY
  5.6.4.2 VERTICAL FILE
  5.6.4.3 CANADIANA AND MANITOBIANA

5.6.1 MATERIALS ORDERED ON LIBRARY BUDGET

Cataloguing and processing is automatically provided for all materials ordered through T.L.R.C. Orders Department. The cataloguing provides each item with an accession number, a description, a call number (Dewey number) for shelf arrangement and subject headings for access by subject. A set of catalogue cards giving this information will accompany the material.

Processing includes stamping each item with the school's name and providing a pocket and borrower's card, a label and a plastic jacket or other appropriate protection. Detection strips are inserted in material for schools with security systems.

Materials are shipped to the schools in cartons. An attempt is made to supply schools on a regular basis.

5.6.2 MATERIALS ORDERED BY SCHOOLS

Schools may send materials to T.L.R.C. for cataloguing and processing. These items, sent for what we call "backdoor cataloguing", may include:

(1) Materials purchased from the portion of the library budget allocated for "local purchase".

(2) Materials ordered for the library using school budgets other than the library materials budget. (See 4.7.1)

(3) Materials housed in the school, uncatalogued to-date.

(4) Materials that have been donated to the school and are suitable for adding to the library collection.

When preparing these materials for shipment to T.L.R.C. for cataloguing and processing, each item (both book and AV) should be clearly stamped or flagged with the school name. "Please rush" may be used for individual items urgently required. All packages should be clearly addressed:

TO: PROCESSING DEPARTMENT
T.L.R.C.

FROM: ______________________ SCHOOL

NO. OF PARCELS IN SHIPMENT __________

Courier service is provided on a daily basis for small packages. Schools must hire their own courier for large shipments to T.L.R.C.

Arrangements may be made to send materials to T.L.R.C. just before Christmas break, spring break or summer holidays, if it is essential that the material not leave the school while classes are in session.

REFERENCE SERVICES

√ 5.7.1 PROFESSIONAL LENDING LIBRARY

√ 5.7.2 INTER-LIBRARY LOAN

√ 5.7.3 READY REFERENCE

√ 5.7.4 BIBLIOGRAPHIES

√ 5.7.5 ORDER ASSISTANCE

√ 5.7.6 RESEARCH PAPERS/PROJECTS

√ 5.7.7 ARCHIVES

√ 5.7.8 NETWORKING

5.7 REFERENCE SERVICES

Teachers, administrators and librarians in the Division have the opportunity to obtain reference and information assistance through:

1. Specific answers or information.
2. Provision of materials from T.L.R.C. circulating collection by courier.
3. Materials and information network of interlibrary loans both divisionally and externally.
4. Redirection of queries to other agencies.

Staffing for this service consists of a ½ professional librarian and a ½ reference technician.

Regular statistics are collected on the services provided. This data is then tabulated and analyzed in terms of priorities for service.

5.7.1 PROFESSIONAL LENDING LIBRARY

The T.L.R.C. maintains a lending library of professional books, periodicals, vertical file material, pamphlet files and audio visual materials.

Resources on a particular topic may be requested by phone or in writing or selected in person. The normal loan period for books and AV materials is two weeks, but this may be extended by phone if the material has not been requested by another borrower. Materials may be reserved if they are in heavy demand. The loan period for selection periodicals is 3 days to 1 week, depending upon demand.

Interlibrary loan, both within the Division and involving other agencies, is used to support the T.L.R.C. circulating collection. These aspects of the service are described more fully in 5.7.2 (Interlibrary loan) and 5.7.8 (Networking).

Copy service is provided for specific journal articles and vertical file material. (One copy only of any item)

Borrowed material can be sent to schools and returned via the Division courier service.

5.7.2 INTERLIBRARY LOAN

Interlibrary loan is a way of sharing resources between schools. Reference Services will facilitate identification of resources.

The advantages of interlibrary loan are:

1. A materials collection can be extended by borrowing materials from a neighboring school.
2. Materials can be evaluated and considered for purchase by the borrowing school.
3. Wider use means returns on original investment are maximized.

The disadvantages of interlibrary loan are:

1. Increased "wear and tear" on materials loaned.
2. Materials requested by students may be out of the "lending" library for an extended time.

Identifying Titles and Potential Lending Schools

"Blanket requests" (e.g., all the material available on Native Studies) should not be sent to a number of schools. Nor should the teacher-librarian of the lending school be asked to research a subject and provide titles. Librarians requiring additional material from another school in the division should request specific items only. Reference Services has access to a Data Bank of division holdings and therefore can assist in two ways by providing location information to requesting schools.

1. If a teacher-librarian already knows specific titles telephone calls for up to 3 titles will be accepted by Reference Services which can identify schools that have purchased the title.
    - * Name of author should be provided if possible as the Data Bank is organized by author only.
    - * For AV materials the request should specify title, series and production company, if possible.
2. If more than 3 titles are required the request should be written and sent by division courier.
3. If a subject search is required because specific titles are unknown, the request should be made by phone to the Reference Librarian who will clarify the topic and indicate when the information will be available.
4. Usually a note from the requesting teacher-librarian to the lending teacher-librarian will initiate the loan. Author, title and call number should be provided for each book title. For AV materials specify title, series, production company and call number.

Sending Materials to Another School

Should it be agreeable that another school borrow materials for a particular time then the school librarian lending the materials should:

1. Remove the materials from the shelf. Make sure materials are stamped with the schooi name before lending.
2. Prepare a list of these materials either alphabetically by author or by call number. File original copy of list in business file labelled Interlibrary Loan - Materials Sent.
3. Pack the materials into an appropriate box for shipping by division courier.
4. Enclose a copy of the list of materials forwarded. (N.B. The librarian in the receiving school should use this list as a packing slip in order to check materials to be returned to the lending school librarian).
5. Place the items to be shipped with all items handled by the division courier.

ALTERNATIVE: It is also possible that before preparing a list of materials to be forwarded that the borrowers' cards be removed from the items, the name of the lending school noted; and the cards filed in the circulation tray in a section labelled Inter-library Loan-Out. Should this procedure be followed the borrowing library will have to prepare new borrowers' cards for these items.

Receiving Materials from Other Schools

The librarian should check the items in the box(es) against the list of materials sent. Verify that each item was received and file the list in a business file labelled Interlibrary Loan - Materials Borrowed. Note on a calendar the date of return.

Returning Materials to Another School

1. When the materials are to be returned to the lending library check against the "list of materials" making sure that all items are indeed there.
2. Pack the materials and enclose the "list of materials".
3. Ship the borrowed books back to the lending school by division courier.
4. * The borrowing school is responsible for replacement or reimbursement to the lending school for any item lost.

NOTE: There is an advantage in keeping a copy of the "list of materials" indicating the date returned and filing in a business file labelled Interlibrary Loan - Materials Returned. Such a list can also be used for future reference.

Receiving Returned Materials

1. Verify the items returned against the enclosed "list of materials" checking that the materials belong to the school library and that they have been returned. Items need to be checked for damage.
2. Should the borrowers' cards have been removed, remove them from the Inter-library Loan-Out circulation file, stamp them returned, card the items and return them to the shelf.
3. Remove the original "list of materials sent" from the business file and mark it as completed business.

5.7.3 READY REFERENCE

Requests may be made by telephone, in person or in writing.

Reference services operates on the premise that an initial response should be provided the same day, and, if appropriate, a more detailed or in-depth response may be prepared subsequently.

Once a call has been recorded, reference personnel will continue to search for material after the initial answer has been provided. On many occasions, additional follow up resources are provided, especially where the question would imply a project of a continuing nature.

The following in-house sources may be used for searching and locational purposes in response to ready reference queries: the circulating collection, ready reference sources, periodical indexes, bibliographies, location data files and vertical file materials.

In addition, other schools in the Division or various outside agencies may be contacted by reference staff for additional information, as necessary.

5.7.4 BIBLIOGRAPHIES

A regular section in T.L.R.C.'s monthly publication, Inklings, is "From the Reference Desk". This features bibliographies of materials in the professional lending library which are prepared by reference services staff. Topics or themes selected are of current interest or emphasis in the Division.

Numerous topical and thematic bibliographies may also be borrowed from the circulating collection.

Special bibliographies may be prepared on request, particularly in relation to research papers or projects (See 5.7.6) or other topics of wide applicability in the Division.

5.7.5 ORDER ASSISTANCE

Purchasing information (for example, publisher and price) is available by phone in the case of individual queries.

It is expected that all school library media orders will be verified by school personnel in appropriate searching tools before being submitted. These searching tools are a part of the reference collection. Appointments can be made for the library clerk to do this searcing at the T.L.R.C. where technical assistance will be provided, as necessary, by reference staff.

5.7.6 RESEARCH PAPERS/PROJECTS

In depth searches will be conducted on request by reference staff for research papers and projects being undertaken by superintendents, administrators, support services staff and Divisional study groups or committees.

NOTE: This service is not designed to undertake the research for university course papers.

5.7.7 ARCHIVES

An archival collection is maintained by Reference Services. This includes:

1. Textbooks that have been authorized and used in Manitoba
2. Manitobiana that is now out-of-print
3. Canadiana with a special emphasis on Manitoba
4. Department of Education annual reports
5. Winnipeg School Division No. 1 annual reports
6. Junior and Senior High School yearbooks
7. Clipping file of newspaper and related articles on library and media development in Manitoba from 1880 to the present.
8. Winnipeg School Division No. 1 scrapbooks and index
9. Staff obituaries and index
10. Board minutes and index

5.7.8 NETWORKING

T.L.R.C. facilitates the exchange of information among the schools and personnel in the system and related external agencies such as: Consultants, Department of Education Library, Department of Health Library, Legislative Library, Manitoba Teachers' Society, Museum of Man and Nature, Red River Community College, St. Boniface College, Ukrainian Cultural and Educational Centre, University of Manitoba, University of Winnipeg, Winnipeg Public Library. The cooperation and assistance of these agencies is appreciated.

FILM SERVICES

✓ 5.8.1 FILM CATALOGUES

✓ 5.8.2 BOOKING PROCEDURES

5.8.3 FILM PREVIEW PROGRAM
  - ✓ 5.8.3.1 FORM LETTER TO PARTICIPATING SCHOOLS
  - ✓ 5.8.3.2 FILM EVALUATION FORM
  - ✓ 5.8.3.3 HOW TO FIND AND USE A GOOD FILM

5.8.1 FILM CATALOGUES

T.L.R.C. MEDIA CATALOGUE:

The Winnipeg School Division No. 1 Media Catalogue provides information on all the 16mm film and video tape titles located at the Teachers Library and Resource Centre. Supplements to the catalogue are issued periodically.

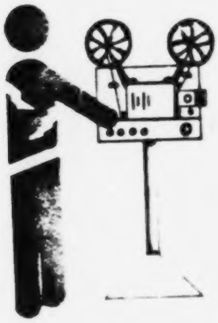
Descriptive annotations are organized alphabetically by title. In addition, the following indexes are provided to assist you in identifying titles to meet specific curricular needs: subject, series, people, corporate entries, institutions and conferences.

Suggested grade levels are provided using the letter code:

P - Primary	I - Intermediate	J - Junior High
S - Senior High	C - College	A - Adult

OTHER FILM CATALOGUES:

- Manitoba Health
- Bureau Education Francaise (St. Boniface College Library)
- Manitoba Education



5.8.2 BOOKING PROCEDURES

T.L.R.C. LIBRARY

16mm VIDEO

Bookings for all 16mm film and video tapes listed in the media catalogue are by the standard five part form. (Form 22-12. See section 4.8.9 for sample). Before sending the completed form to T.L.R.C., remove the bottom page and file alphabetically by title for a school record of films requested. It is suggested that, whenever possible, bookings for 16mm film and video tapes for a special study unit be made well in advance of the date planned for its use. A minimum of five working days is required for return of forms to schools. Confirmations should be filed by confirmed date.

It is hoped that 16mm film and video bookings requested will be for no longer than the actual time for use in the school, since a relatively small number of films are available to satisfy increasing demands.

BOOKING BY TELEPHONE

16mm films and video tapes in the collection at T.L.R.C. may also be booked by telephone between the hours of 11:30 a.m. and 2 p.m. Patrons are asked to limit bookings by this method to a maximum of three items.

CHRISTMAS FILMS

It is not necessary for teachers to order films individually. T.L.R.C. staff will distribute Christmas films to each school as equitably as possible. Files are kept to ensure that the same films are not sent to the school each year and it is expected that the whole school will make use of each film sent.

FILM REPAIRS

All film is cleaned and checked before circulation from Teachers Library and Resource Centre. Assistance from film users would be much appreciated by the checkers, if brief notes might be returned with any damaged film:

e.g. - break approximately 20 meters from the end
- sound track damaged on first 60 meters.

In this way, major repairs required may be made more quickly with less inconvenience to the next borrower.

Your co-operation in providing maximum service with the films available is much appreciated.

DEPARTMENT OF HEALTH LIBRARY:

Booking of all material listed in the catalogue from the Department of Health must be done through the Teachers Library and Resource Centre on the standard five part form. Films will be sent to and picked up from the school in the usual manner by Divisional Courier. A few additional days should be allowed for receipt of the confirmation copy of the booking request. (Please indicate after the title if it is Department of Health.)

BUREAU EDUCATION FRANCAISE:

(St. Boniface College Library)

Material listed in the catalogue must be booked through the Teachers Library and Resource Centre either on the standard five part form or by using the form provided by the College. Films will be sent to and picked up at the school in the usual manner.

MANITOBA EDUCATION

All arrangements to borrow film from Manitoba Education should be made directly with the Film Booking and Reference Service, 1181 Portage Avenue, in accordance with their loan procedure. Separate catalogues have been made available to each school.

NATIONAL FILM BOARD FILMS	See procedure for teachers in Winnipeg in Manitoba Education's film catalogue.
FEATURE FILM	Individuals have the responsibility of locating the information on feature films. Costs for feature film rental are charged directly to school accounts.
FREE AND INEXPENSIVE FILM	Schools are responsible for booking and paying for free and inexpensive films.

5.8.3.1

The Winnipeg School Division No. 1
Teachers Library & Resource Centre
1180 Notre Dame Avenue
Winnipeg Manitoba R3E OP2
Telephone
772 - 2474

November 3, 1980

TO:

RE: FILM PREVIEW PROGRAM 1980-81

We appreciate your school's participation in our film preview program this year. Librarians, in all participating schools, have identified teachers who are interested in previewing films and have agreed to assume responsibility for distribution of films to appropriate teachers, assembling the completed evaluation forms and returning films and evaluation forms to the TLRC.

Those who previewed during 1980 found they had good discussions on the teaching aspects of film and on methods of integrating film into the regular classwork. We shall be interested in hearing results from your school's experiences this year.

For your reference, the preview program is summarized below:

1. Producers have been asked to submit selected films from their current catalogues.
2. Each film is viewed and evaluated by 3 schools.
3. A maximum of 2 groups of film will be delivered to your school library during the month. (The number of films in the group will depend upon the number of teachers on staff who have agreed to preview.)
4. Preview loan period is one week.
5. For previewing procedures we suggest any one or combination of the following: individual preview by subject specialists, some classroom use, noon hour staff viewing and noon hour student viewing. A Film Club is a possibility.
6. One evaluation form on each film viewed is sufficient, to register a consensus of opinions. It is suggested, however, that names of viewing teachers be recorded on the form.

7. Each group of films, with completed evaluation forms, is to be returned to the TLRC on or before the end of the one-week loan period.

This preview program has been established because we feel that it is essential that the professional staff of the Division have a voice in establishing priorities for future purchases. We hope you consider this type of program of benefit to your school. Thank you again for participating.

Yours truly,

Jean Baptist

Jean Baptist,
Consultant, Reference &
Resource Services.

JB/fhw

NON-PRINT EVALUATION FORM

Teachers Library and Resource Centre
Winnipeg School Division No. 1
1180 Notre Dame Avenue
Winnipeg, Manitoba R3E 0P2

DATE: ____________________
SCHOOL: ____________________
No. of Reviewers ______________
Person Reporting ______________

TITLE: ____
PRODUCER: ____________________ DISTRIBUTOR: ____________________
COPYRIGHT DATE: __________ RUNNING TIME: ________ COLOUR ☐ BLACK AND WHITE ☐
FORMAT: 16mm Film ☐ Videocassette ☐ Multi-media Kit ☐
INTENDED USERS: K ☐ P(1-3) ☐ I(4-6) ☐ J(7-9) ☐ S(10-12) ☐ Adult ☐ P.D. ☐
SUBJECT AREA ____________________ UNIT OF STUDY ____________________
USEFULNESS: Basic to Curriculum ☐ Supplementary Resource ☐
Enrichment ☐ Not Useful to Schools ☐

* *

PURPOSE: Stated ☐ Inferred by Reviewer ☐ (☑ below as many as applicable.

- ☐ Introduce/☐ Overview
- ☐ Present Information
- ☐ Aid Concept Formation
- ☐ Aid Problem Solving
- ☐ Provide Skills/☐ Drills
- ☐ Culminating Activity/ Review
- ☐ Build Motivation/☐ Interest
- ☐ Appreciation
- ☐ Values Clarification
- ☐ Left to User
- ☐ Other ____________________

CONTENTS: (specify topics covered; breadth and depth of coverage) ______________
____
____
____
____

HOW ARE THE CONTENTS OF THE MATERIAL PRESENTED? (☑ as many as applicable)

PRODUCTION TECHNIQUES

- ☐ Motion/☐ Still Photography
- ☐ Drawings/☐ Paintings
- ☐ Captions/☐ Subtitles
- ☐ Animation
- ☐ Live Action
- ☐ Special Effects
- ☐ Other ____________________

TREATMENT:

- ☐ Imagery
- ☐ Problem Solving
- ☐ Direct Teaching
- ☐ Story Telling
- ☐ Documentary
- ☐ Dramatization
- ☐ Natural Phenomena
- ☐ Demonstration
- ☐ Non-verbal
- ☐ Other ______________

____
____

..... see reverse

Page 2 ....

METHODOLOGY/LEARNING ACTIVITIES TEACHER'S GUIDE --- YES ☐ NO ☐

GUIDE CONTAINS: (☑ as many as applicable)

Content Summary
Objectives
Script
Background Information
Vocabulary List
Discussion Questions
Suggested Learning Activities
Bibliography
Suggestions for Teacher
Test or Quiz
Other ____________________

OTHER CONSIDERATIONS: (please record your assessment of the following)

Is the information factually correct? Yes ☐ No ☐
Is there a pervasive bias which distorts the material? (racial, sexual, religious, political, stereotypical, etc.) Yes ☐ No ☐
Will this material become dated in the near future? Yes ☐ No ☐
Is the content likely to cause concerns in some communities? Yes ☐ No ☐
Is the content appropriate for the medium? Yes ☐ No ☐
Is the technical quality of the visuals adequate? Yes ☐ No ☐
Is the technical quality of the sound track adequate? Yes ☐ No ☐

Comments on the above: ____________________

USER INFORMATION:

What was the students' reaction to the material? ____________________

How relevant was the material to topics in the course of studies for which it was designed? ____________________

To what extent is this material better or worse than others you have seen on this topic? ____________________

RECOMMENDED FOR PURCHASE: YES ☐ NO ☐ ---- PRIORITY: HIGH ○ MEDIUM ○ LOW ○

"HOW TO FIND AND USE A GOOD FILM"

(Reprinted from Audiovisual Instruction, Volume 25, #2, Feb. 1980)

When you select a film (or videotape, filmstrip, and so on), you want a film that people will remember. To weed out the ineffective films from the good ones, you must have a few guidelines.

GUIDELINE ONE: *Is the film an integrated, organized set of ideas?* Gagne says that "learning and remembering require the imposition of an active intellectual process by the learner on the material." This active process is concerned with making sense out of the mass of data we throw at the learner. New facts must be integrated not only with old facts, but with other new facts, much like a spider spinning a web. That's how we understand a message.

A good film should clearly relate all of its facts to a few basis ideas, and relate those ideas in an organized way. A good film will help the learner discover how the film is organized. Using that principle the learner can associate the facts correctly, and later use the same principle as a retrieval plan to recall the facts.

GUIDELINE TWO: *Does the film prepare the learner for upcoming information? What devices does a good film use?* Questions, advance organizing principles, hints, statements of underlying concepts - all are ways the film can prepare the learner to use the right cues and integrate the material in a useful fashion. Without such advance warnings the learner is forced to waste time searching for content and cues. All the while the film moves on, and the learner is often left behind wallowing in these operational considerations.

GUIDELINE THREE: *Does the film offer learners strong encoding/retrieval cues?* The trick to good recall is remembering the same cue you used to encode the information - not a similar one, but the exact cue.

A good film will suggest strong encoding/retrieval cues before it presents a particular set of facts or concepts. A strong encoding cue is one that is (1) logical, (2) likely to be used in lectures or tests as a key word, (3) close to the same level of specificity as the items to be remembered, and (4) highly accessible - that is, the cue is used often, like "atoms", or has a powerful affective component, like "sex", that makes it easily recalled.

Through aural or visual hints a good film will suggest how the upcoming material may be organized for easy understanding and recall. Learners may use the suggested cues or generate their own; either way recall is improved through the use of good encoding cues.

GUIDELINE FOUR: *Does the film allow time for rehearsal of the material?* It takes time for new information to be encoded into long-term memory stores. Often it requires repetition of the material - rehearsal. Sometimes learners do this in their heads. When they do, they need what is termed "blank-time", time in which no important information is being presented to interrupt rehearsal. This blank-time may be a matter of only a few seconds, but it is vital for improved learning.

After an important series of ideas has been discussed, a good film will give the learner time to rehearse by halting all verbal input (since the learner is rehearsing verbally), and by holding the visual input to subordinate illustrative material. Later the good film will repeat important points. If a film seems to rush from one point to another, leaving no time to rehearse, and never repeating points, learning will suffer.

GUIDELINE FIVE: *Does the film have a strong visual component?* If I say "apple", you are more likely to see a mental image of an apple than to think of its semantic definition. If the good film has concrete points to make, it will present them visually, not verbally, to maximize recall. More specifically, the visual image will carry the weight of the presentation, with the audio serving only to explain abstract points or to state principles. Imagery is very important in learning.

GUIDELINE SIX: *Is the film interesting? Does it hold your attention?* Before learning can take place the learner must attend to the message. Attributes such as colour, motion, special effects, music, and magnificient beauty all help keep the learner's attention on the screen. But these physical attributes are not enough to produce learning. Learners must also be interested in the material if they are to encode and integrate new facts.

A good film will interest the learner through involvement with characters, conflict, surprise, novelty, and drama. If the film does not keep your attention and hold your interest, it's likely to bore the audience silly.

GUIDELINE SEVEN: *Does the film include prescreening materials?* At last there is a way you personally can improve what your students learn from a film.

Your students must know what learning is expected of them before they see the film. Like a gun, they must be pointed towards the right target. They should be told what the film is about, why it is important to them, and how the material fits in with other material they have studied. Also tell them what is important and what isn't in the film. Learners must spend a part of each second to decide that; they take more time to decide on the best encoding cue; and only then do they begin integrating the facts - the action that we commonly call learning. By preparing them beforehand, you can significantly increase the time they have to integrate the facts.

Finally, tell them how they will be expected to use the information - recall of specific data, interference logic, simple recognition, or whatever you will require of their memories. Learners will use different processing strategies and notice different things depending on what the task is. A good film will have teacher and learner guides to help you prepare your students for the film. If you use the guides to point your students at the right target, they will have more time to encode and integrate the facts, and their recall will improve.

Those are the seven guidelines. If you find a tightly organized, visually interesting film that tells you what's coming up and how to understand it, then gives you time to do it, you've got a good film.

A shorthand version of these guidelines is found in the wisdom of that backwoods preacher who said, "I tells 'em what I'm going to tell 'em; I tells 'em; then I tells 'em what I told 'em." A film should do no less.

Naturally these guidelines aren't everything you need to know about evaluating films; and you do have to use common sense in applying them to specific learning situations. But even their slap-dash use in selecting films should keep your learners from asking, "What was it about again?".

* * * * * * * * * *

5.9

PRODUCTION SERVICES

✓ 5.9.1 EQUIPMENT AND MATERIALS

✓ 5.9.2 TRAINING PROGRAMS

5.9.1 PRODUCTION EQUIPMENT AND MATERIALS

Equipment is available for use by members of school staffs in the Division for:

a. Transparency production
    - Thermofax
    - Diazo
    - Color lift

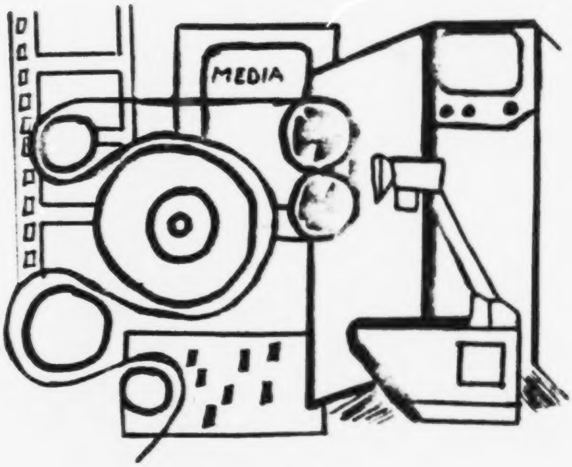
b. Laminating

c. Audio tape duplication

d. Slide and filmstrip production

e. Video tape duplication, including use of time clock for off-air taping.

A limited quantity of materials is carried for training purposes only. Therefore users are required to supply their own materials OR to pay for the materials used.



5.9.2 TRAINING IN PRODUCTION TECHNIQUES

a. Appointments can be made by school staff members for training sessions with T.L.R.C. personnel.

b. A student assistant audio visual training programme is also available. The objectives for this programme are:

- To train students assistant teams in audio visual services in elementary schools.
- To provide basic equipment operation and maintenance information for student teams and other support staff.
- To review operations and procedures with supervising librarians who will continue the training programmes at the school level.
- To evaluate the effectiveness of trained A.V. assistants in school services.

The above aims should be reviewed in the planning session and used in relation to your specific school needs. The audio visual consultant can be contacted at 772-2474 to confirm planning time and training outlines.

5.10

EQUIPMENT REPAIR SERVICES

✓ 5.10.1 SCOPE OF SERVICE

✓ 5.10.2 PROCEDURE

✓ 5.10.3 FORMS

5.10.1 SCOPE OF SERVICE

Library clerks and LTA's receive training in minor equipment maintenance, such as bulb and record player needle replacement, and cleaning. When a piece of A.V. equipment ceases to function properly and requires major repairs, it is sent to the T.L.R.C. for in-house repair by the two A.V. technicians. They are able to do all repairs except in the case of major television or video system servicing. In such cases, they will determine what repairs have to be made and send the item on to the appropriate dealer. Service is speedy and efficient unless delayed because parts are slow in arriving from the distributors.

5.10.2 PROCEDURE

Equipment is picked up and returned by courier. When you send in a piece of equipment, ensure that cords are secure, lids are attached, and the item is clearly labelled with its destination (T.L.R.C.) and its origin (your school name). If a piece of equipment is oversized, such as a television set or amplifier, other arrangements must be made. Either a member of the school staff should deliver it to the T.L.R.C. and pick it up, or an A.V. technician at the T.L.R.C. will arrange for its transfer via a School Board Office truck.

5.10.3 FORMS

See 4.8.10.1)
4.8.10.2) Repair service forms.
4.8.10.3)

5.11

EQUIPMENT LOAN SERVICES

✓ 5.11.1 SCOPE OF SERVICE
✓ 5.11.2 BOOKING PROCEDURES

5.11.1 SCOPE OF EQUIPMENT LOAN SERVICE

a) Purpose
  i) to provide emergency loan equipment when school items are awaiting repair
  ii) to provide specialized equipment

b) Equipment available
  i) Cameras: Super 8mm
      35mm
      Video
  ii) Kits: Copy
      Ektographic
  iii) Projectors: 16mm
      Super 8mm
      Slide (35mm)
      Filmstrip
      Opaque
      Overhead
      Loop
  iv) Screens: Tripod
      Rear projection
  v) Special: Adapters
      Dissolve Control
      Splicers (8mm)
      8mm Editors
      Microphones
      Microphone Stands
      Misc. Assessories
  vi) Tape recorders: Cassette
  vii) Video: Porta Pack
      Play Back
        - Reel to Reel
        - Betamax
      Monitor (B & W)
  viii) OP4 Engraving Tools

5.11.2 BOOKING PROCEDURE FOR EQUIPMENT LOAN SERVICE

a) Booking

- i) Book by telephone through AV booking clerk except for cameras.
  Contact AV Consultant for booking cameras.
- ii) Confirmation and/or feedback re item(s) will be given by telephone.
- iii) An equipment loan form will be completed and filed by T.L.R.C. AV personnel.
- iv) Advance booking will facilitate efficient circulation.

b) Loan Period

- i) Standard: 2 weeks
- ii) Extended: until school equipment is functional. Arrangements for extension are to be made via telephone with AV Booking Clerk.

c) Delivery

Personal pick-up only. School personnel should be prepared to provide written authorization from the borrowing school.

d) Damages/Repairs - repair for damages incurred at the borrowing school will be charged against the school's equipment repair account.

e) Assistance in Equipment Operation:

Assistance/training available from AV personnel by appointment. No provision can be made for on-site operators.

5.12

MAINTENANCE

AND

INVENTORY PROGRAMS

✓ 5.12.1 LIBRARY
✓ 5.12.2 A.V EQUIPMENT

THE INVENTORY

A. GENERAL GUIDELINES

1. Before beginning inventory clearly mark tables for:

   Mending (pink)
   Bindery (white)
   Labels (blue)
   Discard (pink)
   Depository (blue)
   Processing (green)
   Circulation cards, date due, pockets (white)
   No S.L./need to check card catalogue (yellow)
   Discrepancies/need to check card catalogue (yellow)

   It is advisable to have these signs color-coded to match the slips prepared for marking individual books. The colors used for the slips are indicated in brackets.

   The signs should be as visible as possible.

   (a) minimum size - 8½" x 11"
   (b) labelled with wide-tipped felt pen
   (c) attached to both ends of table. (Signs attached to table top are difficult to see if looking across the room).

2. Need all available empty book carts.

   (a) It saves time if each pair of workers has an empty cart beside them on which to place the "problem"s they find. If insufficient carts are available, alternatives are:

      (i) a table (when working on perimeter shelving).
      (ii) a box (when working in confined space between free-standing high wall shelving).
      (iii) top of shelving unit (when working on low wall shelving).

   (b) Carts will also be needed, once inventory is well under way.

      (i) for wheeling "No SL" and "Discrepancies" to card catalogue for checking
      (ii) on which to place the resolved problems in (a) above with each book marked to indicate action to be taken. These will later be deposited on the appropriate tables.
      (iii) for shelving

3. Problem book, filmstrip, kit, etc. should never be put down anywhere without a slip of paper attached indicating the type of problem. No one should ever have to waste valuable time trying to figure out what someone else has done.

4. The importance of labels to avoid confusion, and to save time, cannot be overemphasized. For example, the cart with books for shelving should be labelled "Shelving". No one should have to waste time asking what needs to be done to them.

5. Need to aim for time and work-saving procedures: For example:

   (a) Steps are saved by accumulating problems (clearly labelled) on cart, or in box, and then making one "round trip" to deposit problems on appropriate tables.

   (b) Pairs working at the shelves should never interrupt the flow of what they are doing by trying to resolve a discrepancy when they find it.

   (c) The box of prepared "problem labels" and the cart or boxes should be within easy reach of the person working at the shelves, not the person working with the S.L. cards. The person working at the shelves is already handling the book.

   These are just examples. All procedures need to be analyzed in the same way.

B. PROCEDURE

1. Work in pairs - one with S.L. cards, one at shelf.

   (a) Person with cards calls out call number and title
   (b) Person at shelf opens book to back and reads out accession number.
   (At the same time a quick visual check needs to be done to make sure the pocket and circulation card match)
   (c) Person with S.L. cards marks the card:

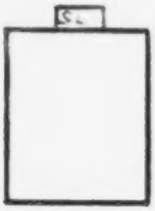
      ✓ if item on shelf
      m/81 (to indicate year missing)

NOTE: If there are several books missing, label each accession number m/81, rather than enclosing with a bracket and labelling once. The individual labelling makes it easier to update a card if an item is found.

2. The S.L. card for a missing item is tipped on end (even if only one of multiple copies is missing). When the list of missing items is typed the cards will be clipped with a paper clip and turned down in the drawer.

3. As a book is inventoried it is turned down on the shelf.

4. All problem items are pulled and marked with appropriate paper slip.
    (a) Mending - including book jackets
    (b) Bindery - if you think the book is too badly damaged to mend.
    (c) Labels - all unclear labels
        - labels for special sections such as R (Reference) or PL (Professional Library) if some items in the section do not have complete label. In this case, pencil on the paper slip what needs to be added to the spine. If an entire Reference or PL section has not been labelled, do not pull the books. Label the shelves - Need R or Need PL.
    (d) Circulation cards, pockets, date dues
        - Pull for missing circulation card or date due, torn pocket, incorrect card or pocket
        - ✓on paper slip to indicate what needs to be done. If information on card or pocket is incorrect, pencil on the slip what should be changed.
    (e) No S.L. - pull and insert appropriate paper slip. These will be resolved later.
    (f) Depository - If there are many duplicate copies of a title and they do not appear to be used - these can be pulled and put on the Depository table for T.L.R.C. personnel to check. The S.L. card should be pulled as well and inserted in the top book so that is is visible.



C. RESOLVING PROBLEMS

When the inventory is well under way and problems are beginning to pile up on the tables, it is advisable to pull some people off shelf work to work on resolution of the problems.

1. Discrepancies

(a) 2 S.L. cards for same title, but with different call numbers. The books may have one or both call numbers.

- (i) Check card catalogue for both card sets. Pull all cards found.
- (ii) Fasten each card set (or partial card set) together with an elastic band Insert in a book so they are visible.
- (iii) Put a ✓ by "Discrepancy" on the paper slips to indicate you have completed the check. Leave the slips in the books.
- (iv) Put the checked discrepancies on a table clearly labelled:

DISCREPANCIES TO BE .
CHECKED BY T.L.R.C.

(b) One S.L. card but items of the same title with different call numbers.

- (i) Check card catalogue to see if there:
  - is a complete card set to match the S.L. Pull the cards.
  - is a card set to match the other call numbers used. Pull the cards.
- (ii) If two card sets proceed through steps (ii) - (iv) in (a) above
- (iii) If only one card set but it is incomplete, proceed through steps (ii) - (iv) in (a) above
- (iv) If only one card set (and it is complete)
  - add appropriate accession number(s) to S.L. card
  - put "correct" items on the "Shelving" book cart
  - put a paper slip in each incorrectly labelled item with information indicating what needs to be done. For example:

Label
Pocket
Circulation card
Change to: 394.56 Z

  - put S.L. card in box labelled

S.L. CARDS TO BE FILED

- put card set in box labelled

TO BE FILED IN PUBLIC CATALOGUE

2. No S.L.

(a) Check special S.L. such as Reference or Professional Library or Oversize, etc. if could apply

(b) Check card catalogue for card set (Check under both author and title). Pull all cards.

(c) Check to see if card set matches book.

- spine label
- pocket
- card

(d) If card set is complete and matches item

(i) Pencil accession number on back of main entry card.

(ii) Put main entry card in box labelled

TYPE S.L. CARD

(iii) Put rest of card set in box labelled

TO BE FILED IN PUBLIC CATALOGUE

When typist types the S.L. cards; should have two boxes into which to put the cards:

S.L. TO FILE | TO BE FILED IN PUBLIC CATALOGUE

(e) If card set is complete, but does not match item

(i) Put card set in book so its visible.

(ii) Put ✓ by no S.L. on slip of paper to show completed check in card catalogue.

(iii) Add a "Discrepancy" slip.

(iv) Put on table of "Discrepancies" to be checked by T.L.R.C.

(f) If card set is incomplete

(i) Discard all cards by putting line across face of card. Save for scrap cards.

(ii) Put ✓ by "No S.L." on slip of paper in book to show it has been checked in card catalogue.

(iii) Add a "To be processed" slip.

(iv) Put on table labelled "Processing".

(g) If no card set

(i) Put ✓ by "No S.L." on slip of paper in book to indicate it has been checked in card catalogue

(ii) Add a "To be processed" slip.

(iii) Put on table labelled "Processing".

(g) Discard - any books on the shelf that you feel should definitely be considered for discard can be pulled and marked with the appropriate paper slip. The S.L. card should also be pulled and inserted in the book as in (vi) above.

Criteria for discard would be
- very out-of-date
- very bad physical shape
- parts missing

Items for discard will be checked by T.L.R.C. personnel.

(h) Discrepancies

(i) 2 S.L. cards with exactly same information - pull and destroy one S.L. card. Put / across face of card and save for scrap card).

(ii) 2 S.L. cards for same title, but with different call numbers. There may be books with one or both numbers
- Pull S.L. cards and books. Insert the two S.L. cards in one book so that they are visible. Insert a "Discrepancy" slip in each book. Place the books together on your cart and make sure they are together in one pile when you later put them on the "Discrepancy" table. If there are only two or three books it is a good idea to put an elastic band around them to make sure they stay together.

(iii) One S.L. card, but the same titles on the shelf have different call numbers.
- Pull the S.L. card and the books. Insert the S.L. card in one book so it is visible. Complete the procedure as in (ii) above.

5.12.2 AV EQUIPMENT MAINTENANCE PROGRAM

5.12.2.1 During July and August, a crew of L.T.A.'s and clerks from T.L.R.C. will visit each elementary school and junior high school in the system. Their assignment is to check all Division-purchased equipment for operational deficiencies and to repair it where possible.

5.12.2.2 Principals, custodians, teachers and librarians can assist the T.L.R.C. equipment maintenance crew by:

(1) Locating all AV equipment in one (1) secure room in the school.

(2) Notifying all summer custodial personnel where the equipment is stored.

(3) Noting any known deficiencies on the item to guide the L.T.A.s.

(4) Indicating where replacement bulbs, fuses, etc. are stored.

5.12.2.3 The Service Report Confirmation form (See 4.8.10.1) is used to list items removed from schools for repairs.

5.12.2.4 A marked copy of the computer print-out noting items not located, and also not serviced, is returned to the school in September for use by the principal and the librarian.

5.12.2.5 If service is required for any of these items, they should be forwarded to T.L.R.C. - AV Repair Services, either in person or by courier.

5.13

ADVISORY COMMITTEES

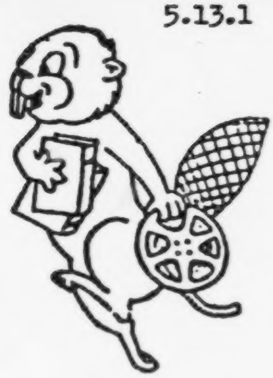
✓ 5.13.1 PROGRAM PLANNING ADVISORY COMMITTEE

✓ 5.13.2 T.L.R.C. ADVISORY COMMITTEE

✓ 5.13.3 EQUIPMENT ADVISORY COMMITTEE

5.13.1

The Winnipeg School Division No. 1
Teachers Library & Resource Centre
1180 Notre Dame Avenue
Winnipeg Manitoba R3E OP2
Telephone
772 - 2474



25 November 1980

PROGRAM PLANNING ADVISORY COMMITTEE

12:00 to 1:30 p.m.

AGENDA

1. Review of programs to date

2. Outlines of plans for final sessions

Dec. 3	Production of Language
Dec. 11	How to organize ... and Orientation
Jan 8	Illustrations that teach
Jan 16	Beginner's film guide ...

Objectives
Approach
Methodology of Presentation
of Participation
Related materials
Program agenda
Presentors
Evaluation

3. Related coming events

Jan 16	University of Manitoba Orientation
Feb	Red River Community College Orientation
Feb	Secondary Staff Inservice
Feb	Curriculum Development Workshop (Dept of Ed.)
Feb	M.T.S. Conference on Perspectives of Education in 80s
May	National Book Festival

Sample agenda

See 5.5.1 for current P.P.A.C. members

Participants

-- Joyce Birch
— Kenn Green
--Donna MacKenzie
--Alice Moulton
--Idella Setter
--Berna Young
– Jean Rennie

-- Janet Goldack
-- Margaret Ann Smith
-- Barbara Thomasson
– Leona Sockirani

-- Cathy Keyzer
-- Ian Turnbull

-- Don Vickers
-- Jean Baptist

5.13.2

THE WINNIPEG SCHOOL DIVISION NO. 1
TEACHERS LIBRARY and RESOURCE CENTRE
436 William Avenue
Winnipeg, R3A 0J4 Manitoba

T.L.R.C. - ADVISORY COMMITTEE

03 December 1979
9:00 a.m.
T.L.R.C.

COMMITTEE REPRESENTATION:

1. Board of Trustees
2. Superintendent's Department
3. Principal's Councils
4. ERC - Advisory Committee
5. Winnipeg Teacher's Association
6. Winnipeg Public Library Services
7. Instructional Media Services, Department of Education
8. Manitoba School Library Audio Visual Association
9. Faculty of Education, University of Manitoba
10. Library Services, University of Winnipeg

AGENDA

1. Introductions, and Selection of Chairperson
2. Review of Terms of Reference
    - 2.1 Minutes 03 May 1979
3. Progress Reports:
    - 3.1 Annual Report, June 1979
    - 3.2 Update
4. Frame work for Policy Papers
    - 4.1 Philosophy of Service
    - 4.2 Selection Policy
    - 4.3 Staffing Policy

Sample Agenda

2.10 Teachers' Library and Resource Centre Advisory Committee

The Board of Trustees at its December 18, 1975 special meeting passed the following recommendation:

"Committee of the Whole Report No. 159
2. (i) i) ... That an Advisory Committee of teachers and Administrators be re-established by the Superintendent to make recommendations for:

a) developing a divisional philosophy and rationale concerning the role of learning resources in Winnipeg School Division and of the Library Service Centre in particular.
b) developing objectives and priorities for a future development plan in this area."

In order to implement this recommendation it is proposed that an Advisory Committee be struck and that the composition of such a committee include the following:

1. A representative teacher from each of the ERC Advisory Committees (3)
2. One Principal named by the Principals' Councils
3. A Superintendent
4. A Trustee
5. A Winnipeg Teachers' Association representative
6. A representative from: (a) University of Manitoba Library Department, (b) University of Winnipeg Library, (c) Winnipeg Public Library, (d) Department of Education Curriculum or Library sections, (e) Faculty of Education, (f) Manitoba School Library Audio-Visual Association

It is expected that such a committee would participate in planning and policy determination to reflect the needs of the educational community and that its deliberations and recommendations would be presented through the Superintendent to the Board.

Recommendation:

That establishment of a TLRC Advisory Committee on the basis proposed herewith be undertaken.

A/S-811 d/5-10-76

5.13.3

T.L.R.C. - AUDIO VISUAL EQUIPMENT ADVISORY COMMITTEE
of the

The Winnipeg School Division No. 1
Teachers Library & Resource Centre
1180 Notre Dame Avenue
Winnipeg Manitoba R3E OP2
Telephone
772 - 2474

Participants:

		AREA	LEVEL
___	Mr. Ray Longfield, Principal, ISAAC BROCK SCHOOL	III	N - 9
___	Mr. Ron Baron, Principal, ELMWOOD SCHOOL	I	7 - 12
___	Mr. Richard Graydon, Principal, LUXTON SCHOOL	II	N - 6
___	Ms. Dianne Hansen, L.T.A., KELVIN HIGH SCHOOL	III	L.T.A.
___	Mr. Kaval Chohan, Principal, VICTORIA ALBERT SCHOOL	I	N - 6
___	Mr. Gerry Moore, Vice Principal, D.M.C.I.	III	10 - 12
___	Ms. Alice Moulton, Librarian at FARADAY & LANSDOWNE	II	Lib. P.T.
___	Mr. Jack Offman, Teacher, ROBERTSON ELEMENTARY SCHOOL	II	Teacher
___	Mr. Jerry Watson, Librarian, ISAAC NEWTON SCHOOL	II	Lib. F.T.
___	Mr. Bob Woroniak, Librarian, LORD SELKIRK SCHOOL	I	Lib. F. T.
___	Mr. Herb Roberts, Purchasing Agent, SCHOOL BOARD OFFICE		
___	Mr. Dave Kroeker, Supt's Dept., SCHOOL BOARD OFFICE		

Notice of Meeting: 23 May 1979
9:15 a.m.
T.L.R.C.

Chairperson: Ray Longfield

Agenda:

1. Review of Minutes of 18 April 1979 meeting
2. Progress Reports
3. Specifications Up-dates from 18 April meeting
4. Specifications Up-dates as attached
5. Recommendations 5.1 Fall meeting
   5.2 Committee Structure

6. A.O.B.

Sample Agenda

AUDIO-VISUAL EQUIPMENT ADVISORY COMMITTEE

The functions for the Committee are:

1. To provide recommendations to the Chief Librarian and Consultants with respect to:
    1.1 Finances for audio visual equipment purchases
    1.2 Methods for equipment maintenance services
    1.3 Evaluation and selection processes for new and replacement equipment
2. To assist in the dissemination of information with respect to the procedures for acquisition and more efficient use of equipment in the classroom.

5.14

OTHER COMMITTEES

5.14.1 T.L.R.C. AD HOC COMMITTEES
(E.G. HANDBOOK REVISION COMMITTEE)

5.14.2 REPRESENTATION ON DIVISIONAL COMMITTEES

5.14.3 REPRESENTATION ON PROVINCIAL COMMITTEES

5.14.4 REPRESENTATION ON NATIONAL COMMITTEES

5.15

PUBLICATIONS

✓	5.15.1	NEWSLETTER
✓	5.15.2	INKLINGS
✓	5.15.3	APPRAISALS
✓	5.15.4	UNION LIST OF PERIODICALS
✓	5.15.5	SPECIAL COLLECTIONS
	5.15.6	A.V. EQUIPMENT HANDBOOK
✓	5.15.7	FILM CATALOGUE
✓	5.15.8	PERSONNEL HANDBOOK

5.15.7

Teacher Library and Resource Centre

MEDIA 1981 CATALOGUE

The Winnipeg School Division No. 1

5.15.8.

Teachers Library and Resource Centre

LIBRARY MEDIA SERVICES

HANDBOOK

The Winnipeg School Division No. 1

NEWSLETTER
The Winnipeg School Division No. 1
Teachers Library & Resource Centre
1180 Notre Dame Avenue
Winnipeg Manitoba R3E OP2
Telephone
772 - 2474

Volume 15 No. 7 March 1981

1. "MAKING IT"

Two Emory University psychologists said recently that the person most likely to succeed in life believes he has a measure of control over his own destiny. There are three kinds of people, it seems to me. There are those who have it made; those who want to make it and are working toward it; and those who don't care one way or the other, or who simply never get the word.

Life's losers, on the other hand, tend to feel that luck is the compelling factor and that they can do nothing about it. The psychologists, Drs. Bonnie Strickland and Steve Nowicki, based their conclusion on a year-long study of public school pupils in the Atlanta metropolitan area. This finding is nothing new. But it's valuable, because it's a recent study. We in education and library media services can examine this data. We may accept as our responsibility the development of personal independence in managing one's environment. In terms of the information with which students are bombarded daily, we can help them practise both creative thinking and organizational skills. We can help them become users of information to meet their own needs.

* * * * * * * * * * * * * *

> "Making it, to my way of thinking, is nothing more than living the life one wants to live .... as opposed to walking, running, or sitting on somebody else's treadmill."

* * * * * * * * * * * * * *

2. SPRING BREAK FOR FULL TIME LIBRARY CLERKS AND LIBRARY TECHNICAL ASSISTANTS

During the forthcoming holiday week, time will be available to work in the normally assigned schools, according to the following schedule.

Monday	30	Day 2	Thursday	02	Day 5
Tuesday	31	Day 3	Friday	03	Day 6
Wednesday	01	Day 4	Monday	06	Day 2
			(School opens - Cycle I)		

Continued ....

2. Continued ..... Spring Break ...

A special workshop is being planned for all full time personnel for Wednesday 01 April 1981. The details will be sent to all staff. The same workshop will be repeated later in April for all part-time staff.

You are reminded that maintenance and inventory programs should be undertaken during this time to lighten the June workload.

When Budget 81 is finalized, work projects will be announced. It is expected, however, that most staff will plan vacation times for the last week of July and part of August. Because of the anticipated workload, it may be necessary to restrict the amount of "Personal Business" leave unless alternative staffing can be found.

For further information call Gerry or Jean.

* * * * * * * * * * * * * *

3. COMING EVENTS

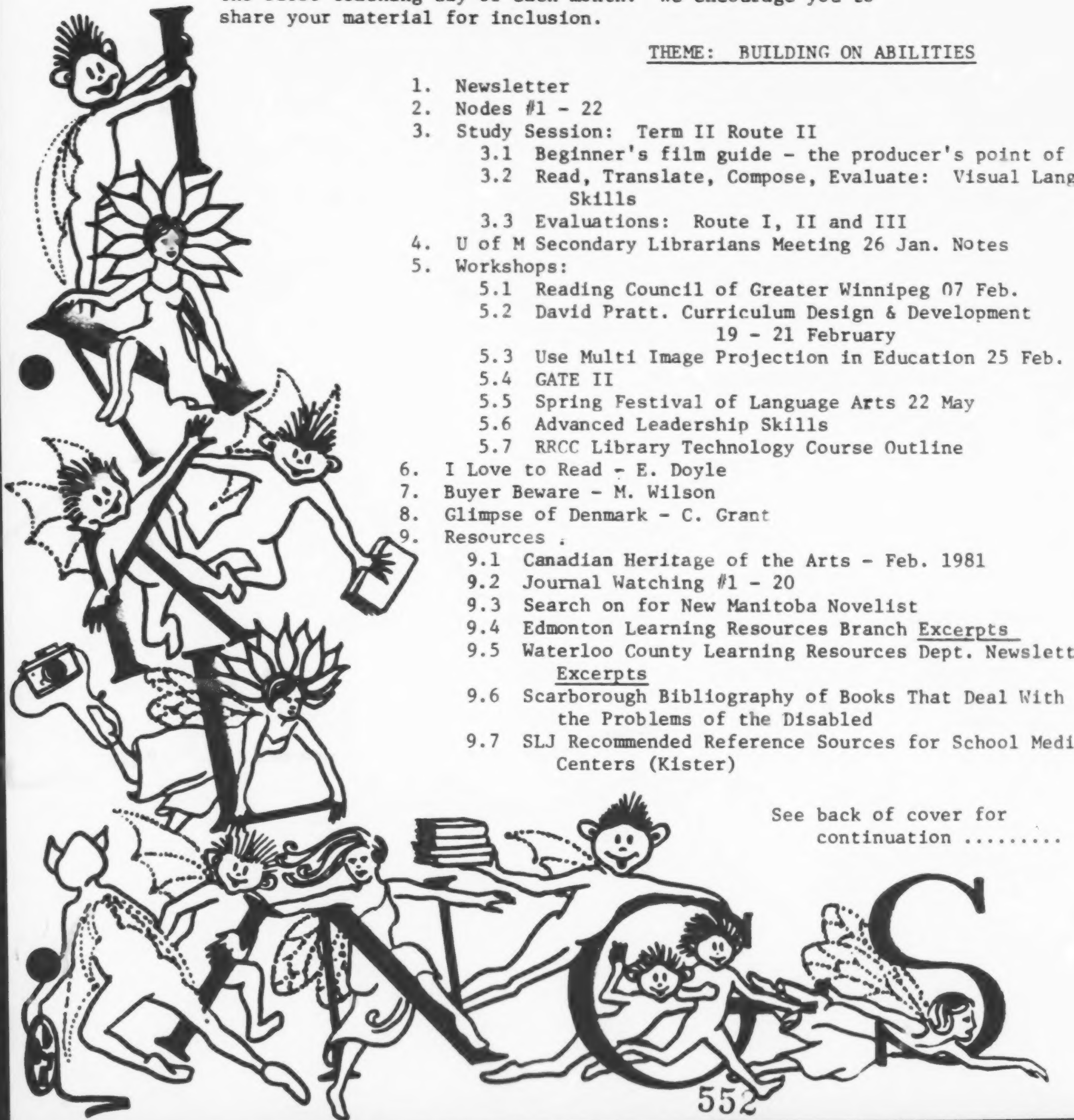
MARCH

DATE	TIME	EVENT	LOCATION
02-07	-	Nutrition Week	
02-25	-	Copp Clark EXHIBIT	T.L.R.C.
03	9:00	Bill Martin: Mastery in Reading K-8	Holiday Inn
04	13:30	Divisional ERC Advisory Committee	T.L.R.C.
06	9:00	Department of Education Language Arts Committee	T.L.R.C.
	14:30	Transparency Production Workshop	T.L.R.C.
09-20		V.E.C. ... Display	T.L.R.C.
09	9:00	MATE Selection Criteria Workshop	St. James Teachers Centre
	13:00	Study Session Route I Reading Guidance Programming	T.L.R.C.
12-13	-	MAN-AEDS Conference on Computers	U. of M.
12-13	-	Provincial Public Library Services Seminar	North Star I
12	19:00	MSLAVA Executive	T.L.R.C.
16-25		Testing week: CTBS	
18	9:00	Handbook Revision Committee	T.L.R.C.
	13:30	AMTEC Planning Committee	T.L.R.C.
19	18:00	MSLAVA Dinner meeting - Lorne Sandals: Computers in Education	
19-21		Basic Leadership Skills - Session II	ERC - R.
25	12:00	High School Study Session	R.R.C.C.
	19:00	Workshop: Color Printing from Slides for Amateurs	T.L.R.C.
01 April	All day	Full time Clerks Workshop	T.L.R.C.
06-10		Handwriting Workshop	U. of M.
09		Joe Wayman: Good Apple Reading Workshop	Holiday Inn
13		Periodical Order Due	T.L.R.C.
17		Good Friday	
24		Manitoba Educational Media Leadership Invitational Seminar	U. of M.

FEBRUARY 1981 5.15.2

The Winnipeg School Division No. 1
Teachers Library & Resource Centre
1180 Notre Dame Avenue
Winnipeg Manitoba R3E OP2
Telephone
772 - 2474

INKLINGS: A collection of ideas, hints, suggestions and administrative materials compiled by and for the teachers and librarians in W.S.D. INKLINGS will be distributed on the first teaching day of each month. We encourage you to share your material for inclusion.



THEME: BUILDING ON ABILITIES

1. Newsletter
2. Nodes #1 - 22
3. Study Session: Term II Route II
    3.1 Beginner's film guide - the producer's point of view
    3.2 Read, Translate, Compose, Evaluate: Visual Language Skills
    3.3 Evaluations: Route I, II and III
4. U of M Secondary Librarians Meeting 26 Jan. Notes
5. Workshops:
    5.1 Reading Council of Greater Winnipeg 07 Feb.
    5.2 David Pratt. Curriculum Design & Development 19 - 21 February
    5.3 Use Multi Image Projection in Education 25 Feb.
    5.4 GATE II
    5.5 Spring Festival of Language Arts 22 May
    5.6 Advanced Leadership Skills
    5.7 RRCC Library Technology Course Outline
6. I Love to Read - E. Doyle
7. Buyer Beware - M. Wilson
8. Glimpse of Denmark - C. Grant
9. Resources :
    9.1 Canadian Heritage of the Arts - Feb. 1981
    9.2 Journal Watching #1 - 20
    9.3 Search on for New Manitoba Novelist
    9.4 Edmonton Learning Resources Branch Excerpts
    9.5 Waterloo County Learning Resources Dept. Newsletter Excerpts
    9.6 Scarborough Bibliography of Books That Deal With the Problems of the Disabled
    9.7 SLJ Recommended Reference Sources for School Media Centers (Kister)

See back of cover for
continuation ....

CONTINUED FROM FRONT PAGE:

- 9.8 S.L.J. Recommended Reaching the Able but Unwilling Reader (Rabban)
- 9.9 S.L.J. Best Books 1980 (Gerhart et al)

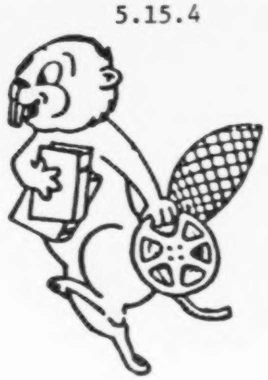
10. Enclosues:

- 10.1 Personnel and Schedules Revisions (Green)
- 10.2 Children's Literature for Parents (Elementary)
- 10.3 On Patrol in Manitoba (Secondary)
- 10.4 AECT National Convention 1981 (Secondary)

Date......... ..

Annotations of materials evaluated by librarians
and teachers in schools with
central libraries in
WINNIPEG SCHOOL DIVISION NO.1

APPRAISALS



The Winnipeg School Division No. 1
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Telephone
772 - 2474

IN REVIEW
TIME
White House Years
Henry K
THE GREAT DEFENDER
Humpty Dumpty's
OWL
cycle canada
Children's Digest
Instructor
Canadian Author & Bookman
Quill & Quire
Q&Q at 45:
45
Young Miss
Field & Stream

UNION LIST OF PERIODICALS
1981

The Winnipeg School Division No. 1
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772 - 2474

SPECIAL COLLECTIONS IDENTIFICATION

The results of the experimental project on collection analysis are now compiled and available. The intention is that this document may be used as a tool to locate other resources in the system to supplement those already in your school. It will encourage increased inter-school communication. Your comments on this first effort will be appreciated.

T.L.R.C. Reference Services are also available to provide additional searching and bibliographic assistance.

G. R. Brown

5.16

POLICY PAPERS

✓ 5.16.1 QUALIFICATIONS FOR TEACHER-LIBRARIANS
✓ 5.16.2 SELECTION OF LEARNING RESOURCES
✓ 5.16.3 TELEVISION SERVICES
5.16.4 FILM SERVICES

Minister of
Education and Training

Room 168
Legislative Building
Winnipeg, Manitoba, CANADA
R3C 0V8

July 19, 1991

TO: Superintendents
Chairpersons
Principals
Library/Media Coordinators
School Libraries

RE: **School Library Policy Statement**

Comprehensive school library programs assist students in becoming self-directed and informed learners and equip them with the necessary skills for life-long independent learning. A school library program is essential to the success of resource-based learning, an integral component of curriculum development and implementation.

Accordingly, Manitoba Education and Training has developed the School Library Policy Statement, enclosed herewith. While the adoption of a provincial policy on school libraries is a first step, real improvement in the learning opportunities available to young people will be effected when teachers, teacher-librarians, principals, superintendents, and boards of trustees accept a personal commitment to plan, develop, and implement school library programs that meet the present and future needs of our students.

I am confident that local jurisdictions will make the commitment necessary to meet the challenges of school library policy implementation.

Yours sincerely,

Len Derkach
Minister

c. President, Manitoba Teachers' Society
President, Manitoba Association of School Trustees
President, Manitoba Association of Principals
President, Manitoba School Library Audio Visual Association

Enclosure.

SCHOOL LIBRARY POLICY STATEMENT

Mission Statement of Manitoba Education and Training:

The mission of Manitoba Education and Training is to ensure high quality education and training programs for Manitobans to enable them to develop their individual potential and contribute to the economic, social and cultural life of Manitoba.

Goals of Learning for Manitoba:

The Goals of Learning for Manitoba, as listed in Section 1.1.02 of the Administrative Handbook for Manitoba Schools, provide for the implementation of the mission of Manitoba Education and Training. (See Appendix B.)

The development of these goals, along with the concomitant priorities and actions, is a shared responsibility involving (a) the province, which identifies general and specific objectives related to provincial policies; (b) the school board, which refines the provincial objectives to meet more closely its own local needs; and (c) the school, which builds its specific curriculum plans based upon both.

Policy:

Students in Manitoba schools should have access to a school library program that is integrated with the school's instructional program. This integration of classroom and school library is fundamental to the resource-based learning model which is essential to student achievement of the Goals of Learning for Manitoba.

Philosophy of the School Library Program:

A school library program is a basic component of education for all students in the school system. The program evolves from a philosophy based upon provincial, divisional, and local goals of education. These goals can best be achieved through a resource-based teaching/learning model which integrates the school library program with the school's total instructional program.

The focus of the school library program is on the learners' need to develop skills and attitudes necessary to make improved judgements, to evaluate, to think critically, and to value and enjoy lifelong learning. The school library program is a vital element of curriculum implementation and is central to the learning process. A school library without a program is merely a materials warehouse.

Guidelines:

Manitoba Education and Training will

- provide policy and guideline documents which recommend standards for the organization, development, implementation, and assessment of school library program;
- continue to fund school library programs through regular School Division/ District Block Grants;
- continue to provide funding for resource-based learning materials through annual operating grants to school divisions/districts including the Curricular Materials Grant;
- provide school library curriculum consultants for leadership and curriculum consultative support to educators in the development and utilization of school library programs and services;
- provide in-service opportunities to assist administrators, teachers, and teacher-librarians in the implementation of the resource-based learning model;
- assist in the research and the application of new technologies, systems and/or procedures for improving the efficiency and effectiveness of school library programs;
- maintain centralized book, computer software, special materials, film, and video tape collections and video duplication services; and
- assist in the formation, implementation, and maintenance of an inter-library network to facilitate the sharing of Manitoba's resources.

School Divisions/Districts will

- develop school library programs which meet and preferably exceed the standards for school libraries as set forth in Manitoba Education and Training policy and guideline documents as they are adopted;
- implement school library programs and services for all students and staff;
- assess school library programs to ensure congruence with provincial policies and guidelines and integration with the goals and objectives of the school's instructional program; and
- provide professional development opportunities for administrators, teachers, and teacher-librarians to facilitate the implementation and the maintenance of school library programs.

Approved by the Minister of Education and Training May, 1991.

APPENDICES

A. Glossary

B. Learning Goals for Young People Ages 5 to 18,
Administrative Handbook for Manitoba Schools (February 1988)

Appendix A: Glossary

Learning resources: Any person or any material with instructional content of function that is used in a formal or informal teaching/learning context. Learning resources, therefore, include such materials as approved and recommended textbooks, fiction and non-fiction books, magazines, manipulatives, games, films, filmstrips, audio and video recordings, computer software, and other materials. Events such as field trips may also be included in this category.

Resource-based learning: An educational model which, by design, actively involves students, teachers, and teacher-librarians in the meaningful use of a wide range of appropriate print, non-print, and human resources.

School library: The area in a school, administered by a teacher-librarian, which creates an environment that encourages the use of various learning resources, facilitates the implementation of the school curriculum, helps motivate students to use the materials and services necessary for learning, and provides the flexibility needed to implement new technologies and programs.

School library consultant: An experienced teacher-librarian who guides the development of school library programs and services in a particular geographic area, and who may operate a centralized facility to support individual school libraries.

School library programs: Learning activities and strategies designed to implement the school's curricula and to assist students and staff in interacting with resources in order to facilitate teaching and learning.

Appendix B: Learning Goals for Young People Ages 5 to 18, *Administrative Handbook for Manitoba Schools* (February 1988)

1.1.02 Learning Goals for Young People Ages 5 to 18

Education is a continuing, lifelong process which encompasses all of the learning experiences that result from the interaction between the individual and the physical and social environment; the school is a formal institution that has the more restricted purpose of providing certain planned learning activities for young people over a limited period of time. Thus the school, albeit very important, is only one of a number of societal agencies involved in the educational process, and takes its place alongside the home, the church, and the community in playing a significant role in the lives of young people.

The school, as part of the total educational process, accepts particular responsibility for certain specific goals that are key to the broader goals of education, which in turn are perceived as a responsibility shared with the community as a whole. The following goals statement incorporates both categorizations--the more limited, exclusive commitment as well as the shared tasks--and provides direction for the design of a curriculum to meet a wide range of social expectations. Included are statements stressing the development of the student's skills in communication, mathematics, science and the arts. The goals reflect the interrelatedness of broad aspects of the curriculum in promoting the student's growth and development, both as an individual and as a responsible citizen. The student's increasing capacity for critical thinking and decision making is a major focus.

Schools should provide students with those experiences which encourage them to develop to their fullest potential--mentally, physically, morally, emotionally, culturally, and socially. In the process of identifying the major goals of a system dedicated to this task, it is reasonable to begin by describing those skills which a student is expected to develop. However, while certain goals may receive varying emphasis at different times, all are of equal importance over the 12 years of public school education and relate closely to and reinforce each other.

Through the school program, the student should demonstrate an increasing ability to:

1. Listen with sensitivity and discrimination;
2. Articulate ideas, thoughts, and feelings with confidence and lucidity;
3. Read with an increasing comprehension of the deeper levels of meaning;
4. Write about experiences, thoughts, and feelings with increasing clarity and sensitivity;
5. Develop an awareness of, and a sensitive response to, literature;
6. Use mathematical concepts and arithmetic operations with understanding;
7. Use measurement in relevant situations with an understanding of the concepts involved;
8. Understand relationships involving space and shape, and develop judgement related to distance, time, force, speed and direction;
9. Understand the changing environment, in terms of its parts and of the patterns that characterize it as a whole;
10. Develop creative and imaginative thinking;
11. Express and communicate with confidence through play, song, dance, creative movement, drama, visual arts, and other means;

12. Develop aural awareness and a sensitive response to music;

13. Develop visual and tactile awareness and a sensitive response to the visual arts;

14. Make informed and rational decisions. This capacity includes increasing ability in the skills of inquiry, analysis, synthesis, and evaluation. These skills involve:

  14.1 gathering and organizing specific factual information--observing events, measuring properties and rates of change, and classifying events, objects, and ideas;

  14.2 assessing information communicated by all forms of expression:
  (a) distinguishing between fact and fiction; primary and secondary sources; correlations and causation; direct statement and implied meaning;
  (b) recognizing bias and prejudice;
  (c) making systematic comparisons;

  14.3 forming and defending an opinion by using a system of logical inquiry;

  14.4 identifying and developing alternative solutions;

15. Develop a basic understanding of his/her physical and emotional nature by:

  15.1 recognizing and responding effectively to his/her individual strengths and weaknesses within the context of an expanding range of interest, skills, and abilities;

  15.2 demonstrating an acceptance and understanding of bodily changes and the shifting of social relationships and emotional adjustments associated with the onset of puberty;

  15.3 developing habits which contribute to independent problem solving and responsible behaviour;

  15.4 developing positive ways of dealing with peer group influence, institutional pressure, and bias and prejudice;

16. Exhibit habits of safe and responsible behaviour toward self and others;

17. Exhibit habits which promote lifelong physical fitness, good nutrition, continuing physical activity, and positive use of leisure time;

18. Develop an understanding of social relationships, and interact effectively with others by:

  18.1 recognizing the interdependence of all people--people in specialized roles and people in the various roles which the individual plays as a family member, student, worker, and citizen;

  18.2 examining and considering responsible lifestyle choices related to work, society, and family within the context of his/her personal interests, capacities, and values;

19. Develop knowledge of and reasoned pride in community and in Canada, and an understanding and empathy for social and cultural groups different from one's own;

20. Make decisions based on a personal value system which recognizes both the priorities of his/her society and the integrity of the individual;

21. Make the transition from school to employment and/or post-secondary education by:

  21.1 assessing personal interest, values, and capacities related to work and education;

  21.2 understanding the dynamics of group behaviour in a work situation;

  21.3 knowing that prerequisite competencies are needed for a wide range of occupations and education programs;

  21.4 knowing the available resources for secondary and post-secondary education and/or preparation for work;

  21.5 having a basic knowledge of new and existing technology;

  21.6 assessing a variety of projected changes of a social, technical, and economic nature that may affect patterns in education and work;

  21.7 developing the primary knowledge and basic skills needed to enter a chosen area of post-secondary education and/or a chosen area of initial employment.

THE WINNIPEG SCHOOL DIVISION NO. 1

TO: **ALL PRINCIPALS AND HOLDERS OF POLICY MANUALS** August 8, 1988

FROM: J.C. Smyth
Chief Superintendent

RE: **Policy Amendment 6-88**
Policy IF - Curriculum

During the 1986-87 school year, the Curriculum Implementation Committee developed a proposed comprehensive policy and procedures on Curriculum incorporating the procedures that have been established during the past few years on the implementation, adaptation, and the review of curriculum. The policy and procedures on the Selection of Learning Resources previously adopted by the Board were incorporated into the policy and procedures on Curriculum.

In September 1987, copies of the draft policy were sent to all schools, parent councils, consultants, coordinators, and the Winnipeg Teachers' Association, for written comment. The administration has reviewed the comments received and at a meeting held June 21, 1988, a revised policy and procedures was presented to the Board.

At a meeting held June 28, 1988, the Board adopted the following motions:

a) That the Policy on the Selection of Learning Resources as adopted by the Board on October 2, 1984 be rescinded.

b) That the Proposed Policy IF - "Curriculum" be adopted.

c) That the Proposed Administrative Rule/Procedure IF-R - "Curriculum" be received as information.

Copies of Policy IF - Curriculum have been sent to all principals and holders of Policy Manuals and should be included in the Policy Manual as Policy IF - Curriculum.

If further copies are required, please complete the tear-off provided below. (Please note: maximum 5 copies per school)

- -

TO: **P. Ducharme**
Superintendent's Department

Amendment 6-88
Policy IF - Curriculum

Copies Required __________

(Maximum 5 copies per school)

____
School

SUBJECT: **CURRICULUM**

APPROVAL DATE: June 28, 1988
REVISION DATE:
PAGE: 1 of 11

1. General

1.1 The Winnipeg School Division No. 1 shall be responsible for providing appropriate educational programs for all students. These programs are designed to assist students to achieve the basic skills in oracy, literacy and numeracy, to develop a positive self-image and to foster academic, physical, social and personal growth.

1.2 The Winnipeg School Division No. 1 shall be responsible for ensuring that the goals and objectives of the core curricula as outlined by Manitoba Education in the curriculum guides form the basis for regular, alternative, and special needs programs including Bilingual and Immersion programs.

1.3 The Winnipeg School Division shall provide the opportunity for the establishment of electives selected from courses for which Manitoba Education prepares guidelines or which are developed and approved by the Division.

2. Definitions

2.1 Curriculum

Curriculum is a written course of study developed in accordance with 1.2 above by the Winnipeg School Division for each subject area. Such curriculum will incorporate the following four components:

a) the broad goals of the subject area which are applicable to all students;
b) the specific learning objectives for the students;
c) identification of appropriate teaching methodology;
d) recommended learning materials/resources.

2.2 School Initiated Courses

School initiated courses may be developed for use within individual secondary schools. These courses should respond to identified local student needs.

Manitoba Education approval of School Initiated Courses is no longer required. **A detailed course plan for each newly developed course must be filed with Manitoba Education.**

2.3 Core Curriculum

Provincial or core curriculum requirements are identified goals and objectives towards which students are expected to work.

The core curriculum requirements are identified as a pattern of subjects and courses that students must include in their total program in order to complete satisfactorily a given level in the school system and a set of objectives to be achieved within a specified subject or course.

In terms of subjects and courses, the following constitute the present core curriculum requirements in Manitoba schools:

a) The K-6 program shall include the following areas of study: language arts, mathematics, science, social studies, physical education, health, music, and art.

b) The program for grades 7-9 shall include the following: English language arts, mathematics, science, social studies, physical education, health, plus guidance and a minimum of two full electives, or the equivalent, selected from those courses for which Manitoba Education prepares guidelines or which are developed under the auspices of and approved by the school division.

c) The program for grades 10-12 shall include the following: English (3 or 4 credits), mathematics (2 credits), science (2 credits), social studies (2 credits), physical education (1 credit), plus guidance and 9 or 10 elective credits selected from those for which Manitoba Education prepares guidelines or which are developed under the auspices of, and approved by, the school division. Variations in this pattern may occur in the business education, vocational industrial, and occupational entrance programs.

2.4 Program

A program is a series or group of courses leading to a statement of standing.

2.5 Course

A course is a specific unit of study such as grade one mathematics or science 100.

2.6 Curriculum Implementation

Curriculum implementation is the process whereby the desired learning objectives for students defined by Manitoba Education guidelines or those guidelines approved by the Division are achieved.

The process of implementation may involve:

a) use of new or revised materials;
b) use of new or revised teaching strategies;
c) incorporation of new or revised attitudes.

2.7 Curriculum Adaptation

Curriculum adaptation is the process by which the written guidelines for a specific subject area are modified to address students' needs and abilities and/or to recognize the cultural and ethnic population in the local community.

2.8 Curriculum Development

Curriculum development is the process of preparing a written course or program of studies to meet identified student needs in a subject area where there is no provincial curriculum or no possibility of adapting an existing curriculum to meet the identified need. Curricula developed through this process will incorporate the four components:

a) the broad goals of the subject area;
b) specific learning objectives for students;
c) identification of appropriate teaching methodology;
d) recommended learning materials/resources.

2.9 Learning Resources

The term "learning resources" refers to any material(s) or person(s) used for instructional purposes in a formal or an informal learning context in The Winnipeg School Division No. 1. Persons may refer to resource people, agencies, and organizations. Materials may include print and non-print materials, audio-visual and electronic media presentations.

3. Curriculum Implementation

3.1 The Winnipeg School Division shall be responsible for planning curriculum implementation throughout the Division.

3.2 The process for curriculum implementation in the Winnipeg School Division shall include five stages with timelines and strategies for implementation identified for each stage of the process. It shall also include the identification of the roles and responsibilities of the main participants at levels within the Division.

3.3 The Winnipeg School Division shall provide ongoing professional support service personnel to assist teachers in the implementation of curriculum.

4. Curriculum Adaptation

Within the broad goals of the subject area which are applicable to all students:

4.1 The Winnipeg School Division recognizes that curriculum adaptation is an ongoing part of the teaching process that shall be encouraged and supported at all levels of the system.

4.2 The Winnipeg School Division shall provide for the adaptation of programs and courses to recognize individual interests, needs and abilities and to provide for maximum continuous growth and development in a manner compatible with the core curriculum requirements and objectives as outlined by Manitoba Education.

4.3 All proposals for curriculum adaptation shall be submitted in writing to the appropriate person for approval.

4.3.1 Curriculum adaptation at the classroom and school level shall receive prior approval of the principal.

4.3.2 Proposals for curriculum adaptation at the school level shall be submitted by the principal to the appropriate superintendent.

4.3.3 Proposals for curriculum adaptation at the Division level shall be submitted in writing to the Curriculum Implementation Committee for review and recommendation to the appropriate superintendent (Superintendent of Elementary and Secondary Schools).

4.4 The appropriate coordinator/consultant shall be involved in the development of the proposal for curriculum adaptation at the Division level.

4.5 In secondary schools, the department head shall be involved in the development of the proposal for curriculum adaptation at the school level, and shall be made aware of any proposal for adaptation to curriculum at the classroom level.

5. Curriculum Development

5.1 The Winnipeg School Division recognizes the need for curriculum development in order to respond to:

a) the needs of an identified group of special education students in the Division;
b) the identified needs of the school and/or community.

5.2 Proposals for the development of curriculum shall include the identification of:

a) the rationale for the development of the curriculum;
b) broad goals for the curriculum;
c) specific learning objectives;
d) content and methodology including the components of the approved Manitoba Education core curricula that may be incorporated;
e) evaluation procedures and techniques for both student performance and the program.

5.3 Proposals for curriculum development shall be submitted in writing to the superintendent responsible for the area involved for review and recommendation to the Chief Superintendent.

5.4 In accordance with Policy IO, School Day, proposals for curriculum development shall be submitted to the Board of Trustees, as required.

6. Selection of Learning Resources

6.1 The Winnipeg School Division No. 1 shall ensure the provision of a wide range of learning resources at varying levels of difficulty and in several different formats which will:

a) enrich and support the curriculum, taking into consideration the varied interests, abilities, socio-economic backgrounds, and maturity levels of the students served;

b) stimulate growth in knowledge and literary and aesthetic appreciation;

c) provide as wide a variety of materials as possible to enable students to develop the practice of critical analysis and make intelligent judgments in their daily lives;

d) be representative of the many religious, political, ethnic, and cultural groups and their contributions to the national heritage and to the world community.

6.2 The professional staff shall be responsible for the selection of learning resources according to established criteria.

6.3 Criteria for Selection

Learning resources shall be selected in accordance with the following criteria:

a) Pedagogy

i) Support and be consistent with the general educational goals of the Province and Division, and the aims and objectives of individual schools and specific courses.

ii) Be factually accurate, where applicable.

iii) Ensure competency of author, producer, or performer.

iv) Have aesthetic, literary, and/or social value.

v) Be appropriate to the level of the users. Such factors as ability level, emotional maturity, learning styles, age, and curriculum organization shall be used to gauge the level of appropriateness.

vi) Be suitable in terms of physical format and appearance of the material.

b) Values

i) Maintain a balanced collection representing various viewpoints on controversial issues.

ii) May provide biased or slanted learning resources to meet specific curriculum objectives, for example, to recognize propaganda and its purpose in a given context or to balance an argument.

iii) Depict historical and contemporary forces, and foster a clearer understanding of social, political, and economic issues.

iv) Help students gain an awareness of the pluralistic society as well as an understanding and appreciation of the many important contributions made to civilization by minority, cultural, and ethnic groups.

v) Motivate students and staff to examine their own attitudes and behaviours and to comprehend and assess their own duties, responsibilities, rights and privileges as participating citizens in society.

c) Canadian Content

Place emphasis on Canadian authored or produced learning resources where appropriate.

6.4 The professional staff shall be sensitive to students and parents or guardians who may be offended by specific curriculum material. Whenever possible, an alternative learning resource shall be made available to such students.

6.5 The selection of textbooks other than those that appear on the approved textbook listing shall require approval by the Board of Trustees and Manitoba Education.

6.6 Learning resources received as gifts by the school or the Division shall be reviewed in accordance with the criteria outlined in section 6.3.

6.7 Challenging the Use of Learning Resources

Any resident or employee of the Winnipeg School Division shall have the right to raise an objection to the learning resources used in a school's educational program.

a) If a student's parent/guardian requests reconsideration of a particular learning resource, other students' access to the challenged material shall not be restricted during the reconsideration process.

b) The major criterion for the final decision as to the continued use of the challenged learning resource shall be the appropriateness of the material for its intended educational use.

c) No parent/guardian shall have the right to determine reading, viewing or listening matter for students other than his/her own children.

6.8 Request for Informal Reconsideration

The school receiving a complaint regarding a particular learning resource shall attempt to resolve the issue informally.

a) The principal or other appropriate staff shall explain to the questioner the school's selection procedure, criteria, and qualifications of those persons selecting the learning resource.

b) The principal or other appropriate staff shall explain the particular place that the questioned learning resource occupies in the education program, its intended educational use, and additional information regarding its use.

6.9 Request for Formal Reconsideration

If the questioner wishes to file a formal challenge, a copy of the policy and procedures on the Selection of Learning Resources and a "Request for Reconsideration of Learning Resources" form shall be mailed by the principal to the party concerned. All formal objections to learning resources must be made on this form.

a) The "Request for Reconsideration of Learning Resources" form shall be completed and signed by the questioner and forwarded to the principal. Upon request, the principal shall assist the questioner to complete the form.

b) The appropriate superintendent shall be informed of the formal complaint received.

c) The request for reconsideration shall be referred to a Reconsideration Committee at the school level for re-evaluation of the learning resource.

d) Requests for reconsideration of materials in Division collections shall be referred to the T.L.R.C. Advisory Committee for re-evaluation of the resource. This committee may involve additional personnel as appropriate.

e) The written report of the Reconsideration Committee shall be discussed by the principal with the individual questioner and/or the teacher(s) involved. A copy of the report shall be given to the questioner and the teacher(s) involved.

f) The written report shall be retained by the school principal, with a copy forwarded to the superintendent and the Board. A minority report may also be filed. Additional access to the written report shall be at the discretion of the principal or the appropriate superintendent.

g) The decision of the Reconsideration Committee shall be binding only for the individual school.

h) The questioner shall have the right to appeal any decision of a Reconsideration Committee to the Board of Trustees.

7. Responsibilities

7.1 **The Chief Superintendent** shall be responsible for:

a) ensuring that appropriate educational programs are provided for all students in the Winnipeg School Division;

b) the review and approval of proposals for curriculum development received by the appropriate superintendent for submission to the Board of Trustees as required;

c) the assignment of responsiblity for the review and approval of school-initiated courses and approval of curriculum adaptation at the Division and school levels.

7.2 Curriculum Implementation Committee

A Curriculum Implementation Committee shall have responsibility for:

a) the monitoring of the process for the implementation of curricula;

b) the review of the implementation of each of the approved curricula;

c) review of proposals for curriculum adaptation at the Division level;

d) providing recommendations related to curriculum for consideration by the superintendents.

7.3 The **Professional Support Service Personnel** shall be responsible for:

a) providing assistance to the instructional staff in the implementation, adaptation and review of curriculum;

b) the monitoring and review stages of the curriculum implementation review process;

c) providing information to the Curriculum Implementation Committee and the superintendents on the needs of the Division related to curriculum and curriculum adaptation;

d) assisting with curriculum adaptation at the Division level.

7.4 The **principal** shall be responsible for ensuring that:

a) the goals and objectives of the core curricula are implemented in the educational programs/courses provided by the instructional staff;

b) a plan for the implementation of curricula at the school level is developed including a plan for adhering to the timelines as established, the clarification of roles, acquisition of materials, and staff development activities related to curriculum;

c) the appropriate staff participate in the Division-wide process for the monitoring and review of curriculum implementation;

d) proposals for curriculum adaptation are reviewed and submitted as required to the appropriate person for approval;

e) the selection of learning resources is in accordance with the established criteria and procedures;

f) the detailed plan for school initiated courses is reviewed and submitted to the appropriate superintendent.

7.5 The **department head** shall be responsible for:

a) providing leadership and assistance in the implementation of curriculum within his/her particular department;

b) providing assistance in the monitoring and review of curriculum with the particular subject area;

c) providing assistance in the development of proposals for curriculum adaptation at the school level.

7.6 The **classroom teacher** shall be responsible for:

a) ensuring that the objectives of the core curricula are taught as outlined in the curriculum guides provided by Manitoba Education;

b) ensuring that any textbooks that are used are from the approved textbook listing from Manitoba Education or have been approved by the Board of Trustees and Manitoba Education;

c) in secondary schools, for the development of detailed plans for proposed school initiated courses, where applicable;

d) adapting the curricula to meet the individual needs and abilities of students.

THE WINNIPEG SCHOOL DIVISION NO. 1

TO: The Chairman and Members,
Education and Student Services Committee. June 22, 1984.

FROM: J. C. Smyth,
Chief Superintendent.

RE: Selection of Learning Resources.

As indicated in the Superintendent's Report No. 1082 (April 17, 1984), the Department of Education Administrative Handbook outlines in the responsibilities for school divisions, the expectation that policies and procedures with regard to the selection of learning resources be developed.

A proposed statement of policy with regard to the selection of learning resources has been developed that is consistent with provincial regulations and procedures on curriculum responsibility. The proposed policy has been designed to explain how learning resources are selected for use in Winnipeg School Division schools and to provide for consideration of the opinion of those persons in the school and community who are not directly involved in the selection process.

Part 1 of the document states the proposed policy on the selection of learning resources, provides a definition of learning resources, criteria to be applied, procedures to be followed, as well as responsibility for the selection process.

Part 2 states the proposed policy for dealing with challenged materials and provides guidelines for both an informal and formal reconsideration of a learning resource, as well as guiding principles for a reconsideration committee.

At the April 17, 1984 meeting the proposed policy was referred to the Education and Student Services Committee for discussion.

Recommendation:

That the proposed policy statement on Selection of Learning Resources be adopted.

SELECTION OF LEARNING RESOURCES: A POLICY STATEMENT

THE WINNIPEG SCHOOL DIVISION NO. 1

PART I -- SELECTION OF LEARNING RESOURCES

I. STATEMENT OF POLICY

The policy of the Board of Trustees of The Winnipeg School Division No. 1 is to provide a wide range of learning resources at varying levels of difficulty and in several different formats. These materials, through their diversity of appeal and their presentation of different points of view to meet the needs of students, teachers, and the experiences encompassed in the curriculum will promote the intellectual, cultural, social and ethical development of students.

Definition of Learning Resources

The term "learning resources" refers to any material(s) or person(s) used for instructional purposes in a formal or an informal learning context in The Winnipeg School Division No. 1. Persons refer to resource people, agencies and organizations. All formats of audio visual, and electronic media and the equipment to use them are encompassed within the meaning of materials. These resources may be commercially available, locally prepared and produced, or obtained on a rental or contractual basis.

II. RESPONSIBILITY FOR SELECTION OF LEARNING RESOURCES

The responsibility for providing learning resources is legally vested in the Board of Trustees of The Winnipeg School Division No. 1, which delegates the selection of these resources to the professional staff employed by the system.

While selection of learning resources involves many people, the responsibility for coordinating the selection of school materials and for making the recommendations for purchase rests with the principal, the department head, and the professional personnel.

The Department of Education, through the Manitoba Textbook Bureau Catalogue, issues a listing of textbooks and other primary materials approved for use with all programs and courses developed by the Department. This listing constitutes the principal source for textbook materials selection by schools.

The following notice appears in the front of the 1983-84 Manitoba Textbook Bureau Catalogue concerning approved textbooks:

> All books appearing in this section have the approval of the Minister of Education for use in schools. However, because of the wide selection of material identified, the final responsibility for selecting materials from the approved listing for local use rests with the school board.

If either teachers or administrators wish to utilize textbooks which do not appear on the approved textbook listing, Section 4.05.01 of the Department of Education Administrative Handbook shall apply:

> All provincial courses are subject to reasonable adjustment at the local level through the pacing of instruction to meet individual student needs and through variation in instructional practices, learning experiences, and curriculum materials used. Other and more fundamental changes in subjects and courses developed by the Department of Education, including the adoption of textbooks other than those included in the approved textbook listing published by the Manitoba Textbook Bureau, may only be made with the approval of the School Board and the Department. Requests should be made in sufficient time to provide for adequate review of what is being proposed.

In such cases, a rationale for the use of this textual material should be completed at the school level and forwarded to the superintendent for submission to the Board. (Appendix 1 is a sample rationale form.)

Supplementary materials do not require Departmental approval; provincial lists of such recommended materials are advisory and approval is the responsibility of the professional personnel at the school level, with final responsibility resting with the Board of Trustees.

III. OBJECTIVES OF SELECTION

The primary objective of learning resources is to implement, enrich and support the educational program of the school. The interaction of the school staff, students and community with these resources facilitates the achievement of the objectives of the school and the system.

To this end, the Board of Trustees of The Winnipeg School Division No. 1 affirms that it is the responsibility of the professional staff:

1. To provide materials that will enrich and support the curriculum, taking into consideration the varied interests, abilities, socio-economic backgrounds, and maturity levels of the students served.
2. To provide materials that will stimulate growth in factual knowledge and literary and aesthetic appreciations and standards.
3. To provide as wide a variety of materials as possible to enable students to develop the practice of critical analysis and make intelligent judgments in their daily lives.
4. To attempt to provide materials representative of the many religious, political, ethnic, and cultural groups and their contributions to our national heritage and to the world community.
5. To place principle above personal opinion, and reason above prejudice in the selection of materials of the highest quality in order to ensure a comprehensive collection appropriate to the school community.

IV. CRITERIA FOR SELECTION

A. Pedagogy

The following criteria will be used as they apply:

1. Learning resources shall support and be consistent with the general educational goals of the Province and Division, and the aims and objectives of individual schools and specific courses.
2. Resources should be factually accurate where applicable, and should demonstrate the competence of the author, producer, or performer.
3. Learning resources shall have aesthetic, literary, and/or social value.
4. The presentation of the material should be appropriate to the level of the users. Such factors as ability level, emotional maturity, learning styles, age, and curriculum organization should be used to gauge the level of appropriateness.
5. Physical format and appearance of the material should be suitable for the intended use.

B. Values

The selection of learning resources on controversial issues will be directed towards maintaining a balanced collection representing various views.

Biased or slanted learning resources may be provided to meet specific curriculum objectives, for example, to recognize propaganda and its purpose in a given context or to balance an argument.

Learning resources shall attempt to depict historical and contemporary forces, and to foster a clearer understanding of social, political, and economic issues.

Learning resources shall be selected for their strengths, rather than be rejected for their weaknesses.

Learning resources shall be designed to help students gain an awareness of our pluralistic society as well as an understanding of the many important contributions made to civilization by minority and ethnic groups.

Learning resources shall be designed to motivate students and staff to examine their own attitudes and behaviours and to comprehend and assess their own duties, responsibilities, rights and privileges as participating citizens in our society.

Teachers are urged to be sensitive to students and parents or guardians who may be offended by specific curriculum material. Whenever possible, it is recommended that an alternative learning resource be made available to such students.

C. Canadian Content

Emphasis should be placed on the selection of Canadian authored or produced learning resources where appropriate.

V. PROCEDURES FOR SELECTION

While selection of learning resources involves many people, the responsibility for coordinating the selection of school learning resources and the recommendation for purchase rests with the principal and professional personnel.

In selecting learning resources, professional personnel should evaluate available resources and curriculum needs and should, when appropriate, consult reputable selection tools.

It is the responsibility of instructional personnel to ensure that all learning resources used by their pupils have received appropriate approval, where necessary, as follows:

Texts:

A rationale for textbooks which do not appear on the approved list should be completed by instructional personnel for examination and approval by the Department of Education.

Supplementary Materials:

Where concerns might arise about supplementary materials to be used or materials which may be deemed controversial, the teacher may be advised to prepare a rationale.

Library Resource Materials:

The principal, on the advice of the teacher-librarian and classroom teachers, shall recommend learning resources for purchase. The criteria for selection shall apply.

Community Resources:

Subject to existing Board policies, the principal may, on the advice of staff or students, approve the use of community resources, e.g., visiting speakers, as appropriate.

Rationales shall be reviewed periodically.

Selection is an ongoing process which should include the removal of materials no longer appropriate.

Gift materials shall be judged by the criteria outlined and shall be accepted or rejected by those criteria.

PART 2 -- PROCEDURES FOR DEALING WITH CHALLENGED MATERIALS

I. STATEMENT OF POLICY

Any resident or employee of the school division may formally challenge learning resources used in the division's educational program on the basis of appropriateness. This procedure is for the purpose of considering the opinions of those persons in the schools and the community who are not directly involved in the selection process.

II. REQUEST FOR INFORMAL RECONSIDERATION

The school receiving a complaint regarding a learning resource shall try to resolve the issue informally.

1. The principal or other appropriate staff shall explain to the questioner the school's selection procedure, criteria, and qualifications of those persons selecting the resource.
2. The principal or other appropriate staff shall explain the particular place the questioned resource occupies in the education program, its intended educational usefulness, and additional information regarding its use.

III. REQUEST FOR FORMAL RECONSIDERATION

A. Preliminary Procedures

1. If, following the informal reconsideration procedures, the questioner wishes to file a formal challenge, a copy of the Selection of Learning Resources statement and a "Request for Reconsideration of Learning Resources" (see Appendix 2) shall be mailed by the principal to the party concerned. All formal objections to learning resources must be made on this form.
2. The "Request for Reconsideration of Learning Resources" shall be signed by the questioner and filed with the principal.
3. The superintendent shall be informed of the formal complaint received.

4. The request for reconsideration shall be referred to a reconsideration committee at the school level for re-evaluation of the resource.
5. Requests for reconsideration of materials in Division collections shall be referred to the T.L.R.C. Advisory Committee for re-evaluation of the resource. This committee may involve additional personnel as appropriate.

B. The Reconsideration Committee

Upon receipt of a request for formal reconsideration of a learning resource the principal is responsible for:

1. Forming the Reconsideration Committee. Membership of this committee shall be composed of:
   a) Teacher of that subject area from another school with a comparable community base, chosen by principal of the latter school
   b) Teacher-librarian from the school
   c) Student (secondary), chosen by principal in consultation with student council president, if such exists. For elementary schools, a second community member will be added, as per immediately following
   d) Community member, chosen by principal in consultation with Parent Advisory Committee, if such exists
   e) Division Administrator, chosen by Superintendent's Office.
2. Serving as a non-voting chairperson of the committee.
3. Establishing a meeting date as soon as possible after the complaint is received.

C. Resolution

1. The Reconsideration Committee shall review the challenged resource and judge whether it conforms to the principles of selection outlined in the Selection of Learning Resources statement.
2. The Reconsideration Committee shall proceed within these guidelines:
   a) Examine the challenged resource
   b) Determine professional acceptance by reading critical reviews of the resource
   c) Form opinions based on the material as a whole rather than on passages or sections taken out of context

d) Consult division support staff and/or community persons with related professional knowledge

e) Discuss the challenged resource in the context of the educational program with the person(s) responsible for the selection of the resource

f) Discuss the challenged item with the individual questioner

g) Prepare a written report.

3. The written report shall be discussed by the principal with the individual questioner and/or the teacher(s) involved. A copy of the report shall be given to the questioner and the teacher(s) involved.

4. The written report shall be retained by the school principal, with a copy forwarded to the superintendent and the Board. A minority report may also be filed. Additional access to the written report shall be at the discretion of the principal or the appropriate superintendent.

5. The decision of the Reconsideration Committee is binding only for the individual school.

6. Notwithstanding any procedure outlined in this policy, the questioner shall have the right to appeal any decision of the Reconsideration Committee to the Board of School Trustees.

D. Guiding Principles:

1. Any resident or employee of the School Division may raise an objection to learning resources used in a school's educational program.

2. The principal shall ensure that the staff is aware of the Division's policy respecting the selection of learning resources and the procedure to be followed.

3. In cases where a student's parent/guardian requests reconsideration, other students' access to challenged material shall not be restricted during the reconsideration process.

4. The major criterion for the final decision is the appropriateness of the material for its intended educational use.

5. Although it is the learning resources which are challenged, the principles of the freedom to read/listen/view must be defended.

6. No parent has the right to determine reading, viewing or listening matter for students other than his/her own children.

APPENDIX 1

Selection of Learning Resources
The Winnipeg School Division No. 1

Rationale Form

School: ____________________

Teacher: ____________________

Title: ____________________

Grade or Course: ____________________

Approximate date(s) book will be used: ____________________

This book will be ________ studied by the whole class

________ studied by small groups

Ways in which the book is especially pertinent to the objectives of this course or unit:

Ways in which the book is especially appropriate for students in this class:

Special problems that might arise in relation to the book and some planned activities which handle this problem:

Some other appropriate books an individual student might read in place of this book:

Have you applied the criteria for selection in the Division policy statement on the Selection of Learning Resources? ________

Date: ____________________

Signatures:

Teacher: ____________________

Department Head: ____________________

Principal: ____________________

APPENDIX 2

REQUEST FOR RECONSIDERATION OF LEARNING RESOURCES

(Submit to Principal)

Item Description (fill in all applicable information; if space is insufficient, please attach additional sheets):

Author____________________

Title____________________

Publisher or Producer (if known)____________________

Date of Publication or Production____________________

Type of Material (book, filmstrip, motion picture, etc.)____________________

Request initiated by____________________

Telephone ____________________ Address____________________

City____________________ Postal Code____________________

School in which item is used ____________________

1. Did you read/view/listen to the entire item? If not, what sections?

2. To what in the item do you object?

3. In your opinion, what effects upon pupils might result from use of this item?

4. Have you discussed with the teacher the purpose in using this item?

5. In the place of this item, would you care to recommend other material which you consider to be of equal or superior quality for the purpose intended?

____________________ DATE

____________________ SIGNATURE

NOTE: You will be notified as to the time and place of a Reconsideration Committee meeting at which you will be given an opportunity to speak to this matter.

Rationale for Statement

During the past two decades, our schools have been struggling to adapt to the changing needs of society. What has emerged is an institution which focuses on the formation of individuals who are prepared to think for themselves and to assume responsibilities. To develop students of this type has meant that schools have had to de-emphasize traditional teacher-oriented methods and move toward learner-oriented methods such as guided discovery and inquiry.

This shift in educational methodology has had a great impact on school libraries. Many school librarians have been leaders in understanding and focusing on the opportunities for innovation and positive student experience which the changing needs of society have given us. It is a fact, however, that the movement toward inquiry, individualization and independent study programs has placed many new demands on the library and on the librarian. The need today is for the teacher-librarian to be a highly skilled teacher, able to function on the school team as a professional with competencies from teacher education and classroom experience as well as competencies from school librarianship and media services. Similarly, the library has moved from being a subject and a place to a service and a concept, a resource centre for teachers and students. This document attempts to identify those minimum competencies which are essential to the success of a teacher-librarian. In each case the competencies listed have been developed and defined through multiple indicators of quality.

Even a cursory scanning of the competencies reveals that expectations for teacher-librarians are very high. It is expected that a teacher-librarian will be in the forefront of curriculum and professional development services, will be familiar with the full range of instructional strategies and learning styles, will be able to organize time, personnel and materials to maximize utilization of each and will be active in professional concerns within the school and the Division.

For the teacher-librarian to achieve these expectations, adequate support staff is essential to free the teacher-librarian from clerical and technical tasks. The school division must recognize this need if the potential of the teacher-librarian and resource centre is to be realized.

Successful completion of formal course work provides one measure of potential success as a teacher-librarian. Personality factors, interpersonal relations skills, flexibility, professional commitment, and willingness to participate in continuing education, should be major factors in evaluating a teacher-librarian.

With recent advances in education it is essential that the teacher-librarian demonstrate the competencies outlined if the resource centre is to offer a vital educational service at the heart of the school's instructional program.

The Winnipeg School Division No. 1
Teachers Library & Resource Centre
1180 Notre Dame Avenue
Winnipeg Manitoba R3E OP2
Telephone
772 - 2474

May 1979.

QUALIFICATIONS FOR TEACHER-LIBRARIANS

(DRAFT)

The following statement has been developed in consultation with teacher-librarians in the Winnipeg system. It outlines current practice in the recruitment and evaluation processes in the Division. It parallels an earlier document prepared by the British Columbia School Librarians' Association, and a draft paper of the Canadian School Library Association.

This paper has been endorsed in principle by the T.L.R.C. Advisory Committee on 04 May 1979, and is forwarded now to Superintendent and Principals for their consideration and recommendations.

Gerald R. Brown,
Chief Librarian.

3. COMPETENCY: ALERT USERS TO MATERIALS AND SERVICES

Alerting teachers and students to materials and services is the ability to promote the effective use of the full range of available resources.

Indicators of Competence:

The teacher-librarian is able to:

(1) Initiate a public relations program for staff, students and the community.
(2) Capitalize on themes through special promotions and media celebrations.
(3) Develop bulletin boards, displays, and other publicity materials.
(4) Promote, display, and publicize the programs of teachers who are successfully using library/media services both in the school and at the Division level.

4. COMPETENCY: LITERARY AND CULTURAL APPRECIATION PROGRAM PLANNING

Literary and Cultural Appreciation program planning is the ability to participate as a team partner in the accomplishment of identified learning objectives through a knowledge of literature and appropriate teaching strategies relevant to the cultural milieu.

Guidance in reading, listening and viewing is the ability to distinguish student needs and interests and to provide the "right material for the right person at the right time". Through this guidance students develop attitudes, appreciations and skills that motivate and stimulate improved selection of appropriate materials.

Indicators of Competence:

The teacher-librarian is able to:

(1) Plan and develop literature study and appreciation units with teachers from the setting of objectives to evaluation.
(2) Work with individuals and groups of students to provide direction, improve selection, and develop critical thinking.
(3) Provide guidance for students and teachers during the school day and before and after school.
(4) Encourage the aesthetic appreciation of the literature and culture of the multi-cultural populations that compose our Division.
(5) Prepare and give book/media talks.
(6) Integrate literary appreciation activities within the school's reading and writing programs.
(7) Develop storytelling, puppetry, and other programs as part of the school language development program.
(8) Develop visual literary programs, including film study, advertising and propaganda methods, graphics and their influence.

5. COMPETENCY: REFERENCE AND INFORMATION SERVICES

Information services involve the ability to use reference materials in seeking answers to questions. The teacher-librarian also acts as a liaison between the school resource centre and outside agencies for information services and resources.

AREAS OF COMPETENCE

Although teacher-librarians have competence in the area listed, services are offered on the basis of the school program and the availability of personnel, materials and facilities. Priorities are determined by the individual school since not all services will be offered in every school or to the same extent in all schools.

As an aid in evaluating the work of the librarian in program development in relation to specific school needs, administrators are encouraged to use "School Library Services; Determining Your Priorities" personally or with the whole staff at the beginning of the school year. As a year-end review, the "School Library Services - Annual Report" provides a vehicle for examining yearly progress. Consultative assistance is available from T.L.R.C.

1. COMPETENCY: PROGRAM PLANNING AND COOPERATIVE TEACHING

Program planning and cooperative teaching is the ability to participate as a teaching partner in the accomplishment of identified learning objectives through a knowledge of recommended resources and appropriate teaching strategies.

Indicators of Competence:

The teacher-librarian is able to:

(1) Plan and develop units of work with teachers from the setting of objectives to evaluation.
(2) Develop cooperatively a sequential list of media, research and study skills for cross-grade and cross-subject implementation.
(3) Integrate media, research and study skills for independent and continued learning.
(4) Integrate the planned use of learning resources with the educational program.
(5) Pre-plan with teachers and teach integrated skills to large and small groups and individuals.
(6) Integrate the promotion of reading.
(7) Prepare curriculum-related book/media talks and celebrations.
(8) Compile bibliographies, resource lists, book/media lists as requested.

2. COMPETENCY: PROFESSIONAL AND LEADERSHIP

Professionalism and leadership is the ability to develop and promote the use of the human and material resources of the school resource centre and its facilities through cooperative professional activities.

Indicators of Competence:

(1) Lead in-service education programs on the effective use of the resource centre: criteria for selection of materials; designing resource-based units of study; using audio-visual equipment; promoting voluntary reading; media, research and study skill development; cooperative teaching; community resources.
(2) Share new teaching ideas with colleagues.
(3) Involve staff in establishing policy and service guidelines.
(4) Involve staff in clarifying priorities for service, and evaluation procedures.

7. Indicators of Competence: (Cont'd.)

(4) Develop extensive "consideration for purchase" files of book and nonbook media.
(5) Actively participate in Divisional materials evaluation programs for learning resources and equipment.

8. COMPETENCY: ACQUISITION, ORGANIZATION AND CIRCULATION OF LEARNING MATERIALS FOR EFFECTIVE USE

The acquisition, organization and circulation of learning materials includes the professional tasks of classifying, cataloguing and organizing circulation procedures, and the supervision of efficient and systematic technical and clerical support services.

Indicators of Competence:

The teacher-librarian is able to:

(1) Supervise the ordering and acquisition of all learning resources.
(2) Develop an efficient system for lending, renewing, reserving and recalling needed learning materials and equipment.
(3) Maintain accurate records.
(4) Establish a control system for overdue materials.
(5) Route curriculum support and professional materials on request.
(6) Encourage and provide interlibrary loans.

9. COMPETENCY: ADMINISTRATION OF THE SCHOOL LIBRARY PROGRAM

Administration is the ability to manage library programs which facilitate the achievement of implied educational goals.

Indicators of Competence:

The teacher-librarian is able to:

(1) Establish rapport with staff, students and community.
(2) Plan for effective use of professional and support staff.
(3) Recruit, select, train and motivate students and adult volunteers.
(4) Invite and accept suggestions from teaching staff about the services the program provides.
(5) Develop resource centre facilities to support objectives of the instructional program.
(6) Manage a flexible budget.
(7) Set policies and establish appropriate procedures.
(8) Implement a regular inventory of materials and equipment.
(9) Evaluate the current library program in terms of guidelines and school objectives to establish short and long-range goals.
(10) Prepare regular reports on the library program.

5. (Cont'd.)

Indicators of Competence:

The teacher-librarian is able to:

(1) Answer questions from teachers and students.
(2) Make bibliographic searches for support materials.
(3) Develop a working relationship with public libraries, specialized libraries, other resource centres, community organizations, resource people and divisional resource services.
(4) Locate specific information and resources found outside the school, including the use of inter-library loan procedures.
(5) Participate in cooperative and coordinated projects within the district.

6. COMPETENCY: DESIGN AND PRODUCTION OF MATERIALS

The production of media is the ability to plan, design and produce materials for a specific instructional purpose, where commercial materials are not available or not appropriate to the community served.

Indicators of Competence:

The teacher-librarian is able to:

(1) Assist students and teachers with the effective use of learning resources.
(2) Recommend to teachers resources in various formats which may assist in the accomplishment of specific learning objectives.
(3) Advise teachers of medium appropriateness for particular instructional purposes.
(4) Assist students and teachers in materials design and production through instruction and in-service programs.
(5) Supervise the production of materials such as cassettes, slides, transparencies, talking books, video and slide/tape presentations.
(6) Designs and produces materials in print format with teachers as appropriate.

7. COMPETENCY: SELECTION OF LEARNING RESOURCES

The selection of learning resources is the ability to apply basic principles of evaluating learning materials with the purpose of developing a collection which will support the instructional program in the school.

Indicators of Competence:

The teacher-librarian is able to:

(1) Develop policies and procedures for selecting materials which meet curricular, informational and recreational needs.
(2) Develop and implement criteria for evaluating and selecting a wide range of resources.
(3) Use a variety of professionally-prepared aids and reviews which evaluate learning resources.

GUIDING PRINCIPLES FOR EDUCATION FOR SCHOOL LIBRARIANSHIP

Although there is little consistency in certification requirements for teacher-librarians across Canada, Winnipeg School Division #1 believes that these requirements,and thus programs for the education of teacher-librarians, should reflect the areas of competence outlined. Further, the following basic principles should form the foundation for any formal educational program:

* a valid teaching certificate and successful classroom teaching experience should be required of all candidates prior to entry
* programs should be offered at the post-baccalaureate and/or graduate levels only
* programs should be offered within the general framework of teaching and learning in elementary and secondary schools
* programs should reflect an integrated approach to "library" and "audio-visual" services
* programs should be a minimum of one academic year or equivalent of 30 approved credit hours
* access to programs must be improved through part-time and summer session study and continuing education opportunities

The interpretation of these competencies and the necessary educational programs required to develop them should be pursued by agencies involved in the preparation of teacher-librarians and provincial school libary/media associations.

ADMINISTRATIVE RULE/
PROCEDURE IF-R

SUBJECT:	CURRICULUM
APPROVAL DATE:	June 28, 1988
REVISION DATE:	
PAGE:	1 of 12

Rules and regulations on curriculum implementation, adaptation and selection of learning resources as determined by the Chief Superintendent.

1. Curriculum Implementation

1.1 Stages in the Implementation Process

The process for the implementation of curricula in the Winnipeg School Division includes the following stages:

a) Awareness

Stage during which appropriate personnel become well informed about the theoretical framework, program content (including scope and sequence), and teaching methods of the new, or revised/adapted curriculum.

b) Trial

Stage during which teachers plan and test portions of the new, or revised/adapted curriculum within the classroom.

c) General Adoption

Stage during which the new, or revised/adapted curriculum increasingly provides the framework for the major portion of what is taught in the classroom.

d) Full Implementation

Stage at which the entire program is based on the new, or revised/adapted curriculum and identified objectives are incorporated.

e) Review

Stage during which the extent of curriculum implementation is assessed and requirements for continued and/or added support or curriculum adaptation are identified.

1.2 Timeline for Implementation

The Curriculum Implementation Committee will establish, and annually review, a timeline for the implementation of approved curricula.

ADMINISTRATIVE RULE/
PROCEDURE

SUBJECT: CURRICULUM

APPROVAL DATE: June 28, 1988
REVISION DATE:
PAGE: 2 of 12

1.3 Implementation Strategies

Strategies to assist in the implementation process must address all three aspects of implementation throughout all the stages: beliefs, approaches, and materials.

The development of the process requires different activities as the implementation unfolds.

a) Division Level

i) Timeline, Monitoring and Review

- sequence guidelines (avoid any one teacher having to begin implementation on more than one curriculum at a time)
- establish a timeline during which each stage of the implementation process would occur. Time period characterized by continuous follow-up support and the gathering and sharing of information
- develop a mechanism for feedback on the new curricula and on the process of implementation
- establish a process for the review of the implementation

ii) Board and Community Support

- provide the Board of Trustees with information on curricula changes
- recommend allocation of sufficient resources for implementation
- provide information to board on progress and concerns related to implementation

iii) Human and Material Resources Support

- include in the preparation of the [illegible] provision for consultant services, teacher release time, and acquisition of curricula materials

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- provide the opportunity for teachers to participate with other personnel in the development of units, lessons, preparation of materials

- provide personnel to be involved in curriculum implementation review

iv) **Professional Development**

- establish curriculum implementation as a priority for expenditure of professional development funds and use of inservice days

- organize orientation sessions for principals, teachers, superintendents, trustees

- provide specific training opportunities related to the new curricula for principals, department heads, resource teachers, teachers and teacher librarians

- organize Division-wide training of a group of teachers who would serve as resource people in their schools

- provide training for teachers new to the system or new to the specific subject area

- provide training for appropriate personnel in the review and monitoring of curriculum implementation

b) **School Level**

Each school will develop strategies for the implementation of curricula at each stage of the process (see Exhibit #1).

2. Monitoring Curriculum Implementation

2.1 Purposes

Monitoring of the implementation of the curricula is intended to provide ongoing feedback to the Curriculum Implementation Committee and information which will assist in developing specific proposals for the review of implementation.

The objectives of the monitoring process are:

a) to obtain an indication of the status of implementation of selected curricula;
b) to identify factors affecting the implementation of curricula;
c) to determine specific areas of the curricula to be included in the formal review;
d) to determine appropriate timeline for the review.

2.2 Informal monitoring of curriculum implementation occurs on an ongoing basis through consultants, principals, teachers, and, at the secondary level, department heads.

2.3 Formal monitoring specific to the curricula will occur two years prior to the scheduled review.

2.4 Collection of Monitoring Information

Monitoring information may be obtained in a variety of ways, (e.g. teacher surveys, discussions with principals and/or department heads, classroom observations, analysis of program outlines and/or test instruments).

Coordinators/Consultants will be responsible for the monitoring of implementation of specific curricula.

2.5 Reporting on Formal Monitoring Information

Information will be compiled by the appropriate subject area consultants in collaboration with the Curriculum Implementation and Evaluation Consultant. The results will be reviewed by the Curriculum Implementation Committee.

2.6 Recommendations

Recommendations will be made by the Curriculum Implementation Committee to the appropriate superintendent.

2.7 Outcomes

The review schedule may be revised on the basis of monitoring information.

A summary of the monitoring results will be disseminated to those people or groups from whom the information was collected. This information will assist in planning future strategies for implementation.

3. Curriculum Implementation Review

3.1 Purposes

The purposes of the curriculum implementation review process are:

a) to assess the extent to which the curriculum has been implemented;
b) to assess the appropriateness of the curriculum for the student population;
c) to assess the effectiveness of the curriculum in relation to its own objectives and student outcomes;
d) to identify factors which explain the extent of implementation and the effectiveness of the curriculum.

The depth to which each of these objectives or purposes will be explored may differ with the individual reviews. The emphasis of each review will be stated in its individual proposal.

3.2 Assumptions in the Review Process

A Curriculum Implementation Review will occur at the full implementation stage as defined in Section 1 of the Administrative Rule/Procedure (see Review Schedule, Exhibit #2).

The review process is system-wide. The intent is not to evaluate individual schools or teachers. Reviews will be designed to meet the needs for system accountability and improvement. Representatives from schools will have input into the reviews and schools will receive feedback regarding system-wide and specific school results. In this sense, the review will also foster improvement at the school level.

Each review will have its own specific proposal. The proposal will contain the evaluation plan for that particular review. No one specific plan or method is advocated for all reviews, as it is felt that the various curricular areas, as well as the potentially different scope of the reviews, prohibit this approach.

The Curriculum Implementation Committee acts as a liaison both with the schools and with the Superintendent's Department. It is also the group responsible for overseeing the review process and making the recommendations arising from the review. The Curriculum Implementation and Evaluation Consultant will have operational responsibility for conducting and coordinating the review. Specific

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roles and responsibilities will vary according to the review. These will be outlined in the proposal.

3.3 Stages in Curriculum Implementation Review

a) Monitoring

The monitoring stage fits into the review process as it provides background information useful in developing individual proposals. Informal monitoring occurs on an ongoing basis, while formal feedback will be collected two years prior to the scheduled review. (See Section 2.)

b) Revision of Review Schedule

The schedule for reviews will be assessed annually by the Curriculum Implementation Committee and revised, if necessary. It will then be distributed to schools and coordinators/consultants in September as information.

c) Preliminary Proposal Development for the Reviews

The preliminary proposal will be developed jointly by the Curriculum Implementation and Evaluation Consultant and the appropriate subject area consultants and/or coordinators.

Preliminary proposals will be developed by the Spring term prior to the review. The Curriculum Implementation Committee will submit the preliminary proposals to the appropriate superintendent.

d) Final Proposal Development

Development of the final proposal will be the responsibility of the Curriculum Implementation and Evaluation Consultant and subject area consultants and/or coordinators. The final proposal will contain certain components, each of which is briefly described below.

Components	**Description of Content**
i) Introduction	- description of the curriculum to be reviewed (i.e. subject, level) and the scope of the review

ii) Objectives
- restatement of the review purposes
- identification of the review's emphasis

iii) Method
- decisions regarding method will take into consideration the scope of the review, the resources available, the number of teachers involved, and the subject of the review
- identification of potential data sources (see Exhibit #3)
identification of data collection methods (see Exhibit #4)
- selection of populations (i.e. total population or a sample - numbers, proportion)

iv) Roles and Responsibilities
- outline of who will be responsible for, or involved in, all aspects of the review

v) Timelines
- outline of projected completion dat for all stages of the review

vi) Resources Required
- estimation of staff time for the involved
- estimation of other costs (e. printing, key entry and cleric coding, computer time, inservicin other clerical
- professional development for teache and examiners

e) Proposal Review and Revision

The Curriculum Implementation Committee will review a draft the final proposal. The committee may also suggest other gro or individuals to whom the proposal may be forwarded comment. This may include department head councils w applicable, as well as selected principals and teachers. I may also be requested from the Curriculum Development Implementation Branch, Manitoba Education.

Revisions may be made based on appropriate comments suggestions. The various groups involved will be informed the changes which have been made. The Curriculum Implementat Committee will review and approve the final version.

f) Conducting the Review

Conducting the review basically occurs in three stages: instrument development, data collection, and analysis.

i) Instrument Development

Instruments may be developed by a number of different people as indicated in the proposal.

ii) Data Collection

Responsibility for data collection will be determined at the time of proposal development. If a variety of methods are used, different individuals may be responsible for the different methods.

iii) Analysis

Direction as to any computer analysis will come from the Curriculum Implementation and Evaluation Consultant in consultation with the appropriate consultant/coordinator. Responsibility for qualitative analysis will be determined at the time of proposal development. Results of the analyses will be presented to the Curriculum Implementation Committee for reaction and discussion.

g) Reporting the Results

Responsibility for writing the report will be determined at the time of proposal development.

The draft report will be forwarded to the Curriculum Implementation Committee for review and approval.

h) Recommendations

The Curriculum Implementation Committee will make recommendations based on the findings of the review. and these will be included in the report. This document will be presented to the appropriate superintendent for consideration. Examples of some potential outcomes of the review and its recommendations are outlined in Exhibit #5.

i) Dissemination of Results

i) The detailed report and a general summary on the Division results will be provided to the Board of Trustees by the Chief Superintendent.

ii) Subsequent to receipt by the Board of Trustees, a general summary of results will be distributed to all participating schools as information.

iii) Copies of the detailed report will be made available to appropriate groups upon request.

iv) Presentations of review results may be provided to interested groups.

v) Each school will be provided with its own specific school results and the overall Division results.

j) Follow-up

Follow-up activities will be determined by the findings and recommendations. Follow-up may take the form of a consultant's report, an application of the formal monitoring process, specific professional development activities, or adaptation of curriculum.

4. Curriculum Adaptation

4.1 Curriculum adaptation may take place in the following areas of the curriculum:

a) the specific learning objectives to meet individual or groups of student needs;
b) teaching methodologies (provided that specific teaching methodologies are not an integral part of the broad goals);
c) learning materials/resources.

4.2 Curriculum adaptation may occur at three levels within the Winnipeg School Division:

a) classroom - individual teachers may adapt curriculum to meet the needs and abilities of their students;
b) school - adaptation may involve one grade level, one subject area, a number of grade levels, a number of subject areas or the entire school;

c) Division - adaptation may involve a group of schools or all schools at a particular level.

4.3 The appropriate coordinator/consultant may be involved in the development of the proposal for curriculum adaptation at the school level.

4.4 Proposals for curriculum adaptation at the Division level may be initiated by:

a) Curriculum Implementation Committee
b) coordinators/consultants;
c) superintendents;
d) principals' councils;
e) elementary subject area committees;
f) department head councils;
g) groups of schools.

5. Selection of Learning Resources

5.1 Use of Rationale Form

The instructional staff may be required to complete a written rationale form (Exhibit #6) for the use of certain learning resources:

Texts:

A textbook is considered to be any print material that is the primary learning resource in a course of study.

A rationale for textbooks which do not appear on the approved list from Manitoba Education shall be completed by instructional personnel and forwarded to the superintendent for submission to the Board of Trustees.

Supplementary Materials:

Where concerns might arise about supplementary materials to be used or materials which may be deemed controversial, the teacher may be required to prepare a rationale to be filed with the principal.

Library Resource Materials:

The principal, on the advice of the teacher-librarian and classroom teachers, shall recommend learning resources for purchase for the library/media resource centre. Rationales may be required for library resource materials deemed to be of a controversial nature.

Community Resources:

The principal may, on the advice of staff or students, approve the use of community resources, as appropriate. Where concerns might arise about the community resource to be used, the teacher may be required to prepare a rationale to be filed with the principal.

Rationales should be reviewed periodically by the professional staff.

5.2 Selection of learning resources is an ongoing process which should include the removal of materials no longer appropriate.

5.3 The Reconsideration Committee - Challenged Materials

a) Structure

Upon receipt of a request for formal reconsideration of a learning resource (Exhibit #7), the principal is responsible for:

i) forming the Reconsideration Committee. Membership of this committee shall be composed of:

- teacher of that subject area from another school with a comparable community base, chosen by principal of the latter school;
- teacher-librarian from the school;
- student (secondary), chosen by principal in consultation with student council president, if such exists. For elementary schools, a second community member will be added, as per immediately following;
- community member, chosen by principal in consultation with Parent Advisory Committee, if such exists;
- Division Administrator, chosen by Superintendent's Department.

ii) serving as a non-voting chairperson of the committee.

iii) establishing a meeting date as soon as possible after the complaint is received.

b) Guidelines for Committee

The Reconsideration Committee shall review the challenged resource and determine whether it conforms to the criteria for selection as outlined in Section 6.3 of the policy and shall proceed within the following guidelines:

i) examine the challenged resource;
ii) form opinions based on the material as a whole rather than on passages or sections taken out of context;
iii) consult division support staff and/or community persons with related professional knowledge;
iv) discuss the challenged resource in the context of the educational program with the person(s) responsible for the selection of the resource;
v) discuss the challenged item with the individual questioner;
vi) prepare a written report including the recommendation to be forwarded to the Superintendent's Department for information.

6. Responsibilities

6.1 **The Superintendents of Elementary and Secondary Schools** shall be responsible for:

a) the review and approval of school initiated courses and filing of these course outlines with Manitoba Education;

b) the approval of proposals for curriculum adaptation at the Division level.

6.2 **The Assistant Superintendents (Elementary and Secondary)** shall be responsible for:

a) ensuring the implementation of the Division-wide process for curriculum implementation and the process for the monitoring and review of the implementation;

b) the approval of proposals for curriculum adaptation at the school level.

6.3 **The Superintendent of Inner City Education** shall be responsible for:

a) the approval of proposals for curriculum adaptation in designated inner city schools.

EXHIBITS

SUBJECT: CURRICULUM
APPROVAL DATE: June 28, 1988
REVISION DATE:
PAGE: 1 of 2

(1)

School level

Awareness	Trial	General Adoption	Full Implementation	Review
Principals, department heads, teachers, resource teachers and teacher librarians should be involved in all discussions regarding the implementation process in the school.	**Teachers use guide to plan one or two units and test them in classroom. Begin to use guide as a source book for daily reference.**	**Several units based on guide are planned and tested. Guide provides the theoretical framework for all planning.**	Entire program based on guides.	Systematic review of implementation of curricula.
1. Establish short/long term goals for school and programs, a sequence of strategies, and a timeline at local level.	**1. Define teaching objectives in specific subject area related to needs of students.**	**1. Refine teaching objectives to assure that they coincide with objectives of new curricula.**		1. Review short/long term goals for school and programs, strategies and timeline.
2. Examine school philosophy and organization to see where adjustment is needed. Clarify roles within school.	**2. Examine student evaluation system to determine if it reflects intent of new curricula. Make necessary adjustments in school organization.**	**2. Implement changes in evaluation system as determined through examination of present system. Assess roles within school and adjust as required.**		
3. Participate in orientation sessions and become familiar with curriculum guides (principals, vice-principals, teachers, department heads, resource teachers and teacher librarians).	**3. Examine course outlines to determine if they reflect new curriculum.**	**3. Use Division or Provincial checklists to monitor progress.**		3. Participate in review of implementation.
4. Assess needs for staff training.	**4. Use of Division consultants and resource people to assist individual teachers (team-teaching, demonstration).**	**4. Assess needs for training of staff new to school or to particular subject area.**		
5. Conduct initial inventory of materials, perusal of new materials, identification of external resources.	**5. Select and order new materials in an appropriate sequence. Begin development of new materials.**	**5. Assess tested materials, develop materials to meet needs of students. Review new materials available.**		5. Conduct inventory of materials purchased and developed to assess any further requirements.

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School Level (cont'd)

Awareness	Trial	General Adoption	Full Implementation	Review
6. Develop a plan in specific areas according to identified needs to include: -opportunity for teachers to interact about implementation and interpretation of curriculum guides -in school inservices for specific subject areas -attendance of staff at Division-wide inservices -identification of teachers who might participate in training program to serve as resource within school -these teachers become resource people in schools, conducting workshops and giving individual assistance.	6. Implement plan for professional development: -cooperative planning of units and lessons, preparing and sharing of materials.	6. Assess plan for professional development and modify as required to include: -opportunity for inter-school interaction regarding implementation.		6. Continue inter-school interaction regarding program and implementation. Participate in inservice training on review, monitoring of implementation, program evaluation techniques.
7. Provide information to and seek support of parents and school community with regard to new curricula.	7. Discuss new materials, methods, and evaluation procedures with parents.			
8. Communicate needs to Division Professional Support Service Personnel and seek assistance.	8. Continue identification of needs to coordinators and consultants.	8. Monitor and gather information which is used to assess progress and to address problems which are encountered.		8. Provide feedback to Superintendent's Department and/or Curriculum Implementation Committee.

MAY 1988

CURRICULUM IMPLEMENTATION REVIEW PROCESS
SCHEDULE OF ACTIVITIES 1986-87 to 1989-90

Year	Monitoring	Follow-up to Monitoring	Review Proposal Development	Review	Follow-up to Review
1986-87	LA K-4 LA 5-6 LA 7-8 Chemistry 200/300 Art K-6 Art 7-9 Music 7-12 Phys. 7-9 Science 100/101	Ind. Arts 7-9 Home Ec. 7-9 Secondary Math Teacher qualifications Survey	Math 100/101	Math 7-9 Phys. Ed. 10-12	Math K-6 Science K-6 Phys. Ed. 4-6 Music K-6
1987-88	Computer Science 105, 205, 305 Social Studies 5-6	Home Ec. 7-9 LA K-4 LA 5-6 LA 7-8 Art K-6 Music 7-12 Phys. Ed. 7-9 Science 100	Ind. Arts 7-9 LA 7-8 Social Studies K-4 Chemistry 200/300 Art 7-9 Science 101	Math 100/101	Math 7-9 Phys. Ed. 10-12 Case Studies Math K-6
1988-89	Health K-9 LA 9, 100/101, 200/201 Math 200/201, 300/301 Computer Awareness 7-9 Home Ec. 10-12 Biology 200/201, 300/301 Basic French 4-6 Phys. Ed. K-3 Social Studies 7-9	Science 100 Computer Science 105, 205, 305 Social Studies 5-6	LA K-4 LA 5-6 Home Ec. 7-9 Art K-6 Phys. Ed. 7-9	Ind. Arts 7-9 LA 7-8 Social Studies K-4 Chemistry 200/300 Art 7-9 Science 101	Math 7-9 Phys. Ed. 10-12 Case Studies Math 100/101 Math K-6
1989-90	LA 300/301 Social Studies 100/101, 200/201 Physics 200/300 Phys. Sc. 201/301	To Be Determined		Phys. Ed. 7-9 Art K-6 LA K-4 LA 5-6 Home Ec. 7-9	Math 100/101

SUBJECT: CURRICULUM

APPROVAL DATE: June 28, 1988

REVISION DATE:

PAGE: 1 of 1

REVIEW PURPOSES BY POTENTIAL DATA SOURCES

Purpose	Potential Sources
1. Extent of implementation	Classroom teachers Department heads Principals Consultants Structured observation
2. Appropriateness in meeting students' needs	Classroom teachers Department heads Principals Consultants Students
3. Effectiveness of curriculum in relation to its objectives	Student tests Structured observation Classroom teachers) Department heads) Perceptions Consultants)
4. Factors affecting implementation and effectiveness	Classroom teachers Department heads Principals Resource teachers Teacher librarians Consultants

NOTE: Reviews will include data from teachers, principals, and a student assessment component.

SUBJECT: CURRICULUM

APPROVAL DATE: June 28, 1988

REVISION DATE:

PAGE: 1 of 1

POTENTIAL DATA SOURCES BY POTENTIAL DATA COLLECTION METHODS

Sources	Methods
Classroom teachers	Questionnaires Interviews
Department heads	Questionnaires Interviews Structured report from councils Group discussion with councils
Principals	Questionnaires Interviews Structured report from councils Group discussion with councils
Teacher librarians	Questionnaires Interviews
Resource teachers	Questionnaires Interviews
Consultants	Interviews Structured report Verbal presentation to Curriculum Implementation Committee
Students	Questionnaires Interviews
Student tests	Existing (e.g. provincial assessment tests?) Specifically developed
Observations	Specifically developed
Existing records, including program descriptions and assessment instruments	Compilation Content analysis

SUBJECT:	CURRICULUM
APPROVAL DATE:	June 28, 1988
REVISION DATE:	
PAGE:	1 of 1

REVIEW PURPOSES BY RECIPIENTS OF RECOMMENDATIONS

AND EXAMPLES OF POSSIBLE OUTCOMES

Purposes	Recipients of Recommendations	Possible Outcomes
1. Extent of implementation	(information on results)	(see purpose #4)
2. Appropriateness in meeting students' needs	Manitoba Education*	- Revisions to the curriculum - Recommended supplementary materials relevant to particular student needs
3. Effectiveness of the curriculum re: its objectives	Manitoba Education	- Revisions to the curriculum
	Superintendent's Department	- Specific professional development opportunities for teachers
4. Factors affecting implementation and effectiveness	Manitoba Education	- Production of more relevant textual material encouraged - More relevant and/or increased support material
	Superintendent's Department	- More relevant and/or increased support material - Specific professional development opportunities for teachers and/or administrators

* Specifically, recommendations to Manitoba Education (Department of Education) will go to the Curriculum Development and Implementation Branch.

SUBJECT: CURRICULUM

APPROVAL DATE: June 28, 1988

REVISION DATE:

PAGE: 1 of 1

APPENDIX 1

Selection of Learning Resources
The Winnipeg School Division No. 1

Rationale Form

School: ______________________________

Teacher: ______________________________

Title: ______________________________

Grade or Course: ______________________________

Approximate date(s) learning resource will be used: ______________________________

This learning resource will be __________ studied by the whole class

__________ studied by small groups

Ways in which the learning resource is especially pertinent to the objectives of this course or unit:

Ways in which the learning resource is especially appropriate for students in this class:

Special problems that might arise in relation to the selected learning resource and some planned activities which handle this problem:

Some other appropriate learning resource an individual student might use in place of this selection:

Have you applied the criteria for selection in the Division policy statement on the Selection of Learning Resources? __________

Date: ______________________________

Signatures:

Teacher: ______________________________

Department Head: ______________________________

Principal: ______________________________

SUBJECT: CURRICULUM

APPROVAL DATE: June 28, 1988

REVISION DATE:

PAGE: 1 of 1

REQUEST FOR RECONSIDERATION OF LEARNING RESOURCES

(Submit to Principal)

Item Description (fill in all applicable information; if space is insufficient, please attach additional sheets):

Author

Title

Publisher or Producer (if known)

Date of Publication or Production

Type of Material (book, filmstrip, motion picture, etc.)

Request initiated by

Telephone Address

City Postal Code

School in which item is used

1. Did you read/view/listen to the entire item? If not, what sections?
2. To what in the item do you object?
3. In your opinion, what effects upon pupils might result from use of this item?
4. Have you discussed with the teacher the purpose in using this item?
5. In the place of this item, would you care to recommend other material which you consider to be of equal or superior quality for the purpose intended?

DATE SIGNATURE

NOTE: You will be notified as to the time and place of a Reconsideration Committee meeting at which you will be given an opportunity to speak to this matter.

The Winnipeg School Division No. 1
Teachers Library & Resource Centre
1180 Notre Dame Avenue
Winnipeg Manitoba R3E OP2
Telephone
772 - 2474

TELEVISION DEVELOPMENT: A POSITION PAPER FOR WINNIPEG SCHOOL DIVISION NO. 1

INTRODUCTION

Television is a widely recognized medium of communication with both educational and entertainment value. Implicit in the purchase of hardware and programs is the Division's acknowledgement of the medium as an instructional tool. The purpose of this paper is the clarification of the present state of television utilization, and the presentation of recommendations for effective development!

II SOURCES AND ACQUISITION OF VIDEO MATERIALS

Instructional material in video formats is currently available from many sources. It can be recorded off-air; picked up from cable transmission; purchased from various production agencies or consortia; and locally produced. In order to choose wisely from the vast array of available materials, educators must establish basic selection criteria:

1. Relevance to the curriculum
2. Quality of the production
3. Uniqueness of medium to topic
4. Relationship to other available media on topic
5. Flexibility of use to generate discussion
6. Timeliness: currency or permanence
7. Appropriateness to the age and size of the audience.

ACQUISITION OF VIDEO MATERIALS.

Several routes are open to obtain video resources. The most common is off-air recording which involves simply attaching a recording device to a television receiver. Quality of reception and time of presentation are the major influences. Interference factors may be hard to control or eliminate. The steel grids used in much school construction causes problems which are not easily remedied, even with external antennae. The scheduling aspect can be accommodated by simple timing devices.

The second most common source of program materials is the recording from cable outlets. An increased number of channels are usually available, with much clearer reception in this venue. Greater cost factors come into play here through the variations in cable installation charges, monthly rental rates on cable, and the need for timing devices.

At present there is no authority to negotiate installation or rental charges on behalf of the Division. The rates have been randomly solicited by individual schools with no systematic plan for installation. There is some evidence of a need for access to at least some of the programing available currently on cable. However, an economically viable system can only be designed for the Division as a whole.

Numerous agencies make video format material available for rental or purchase. In Canada, those widely recognized include:

O.E.C.A. (Ontario Educational Communications Authority)
Access (Alberta Communications Educational Authority)
Saskmedia (Saskatchewan Educational Media Communications Authority)
N.F.B. (National Film Borad)

Several American consortia and individual agencies also have a wealth of resources. Many film companies have their productions in video formats.

Selective collecting and editing from the above sources is currently being done by some schools. The amount of tape held in this way across the Division can be very costly. At the same time, the flexibility of the medium allows for picking appropriate materials for short term use. Generally, no records are available of these items across the system, although some informal sharing is accomplished by informed staff.

Over the past few years, efforts have been made to dubb centrally from cable and School Broadcast Services, quality program with a long-term use expectancy. These resources, for which clearance has been obtained, have been advertised and circulated in a manner similar to film services. Generally, the use has been highest among secondary schools.

In addition, when staff was available, dubbing centrally on school request was done. These tapes may have become part of the school collection; more likely they were issued on short term loan from the central depository. In more recent times, school L.T.A.s have used the central equipment to dub for themselves.

Some purchase of high quality productions in video formats has also been done, especially for topics of regional interest, where local production is beyond our means.

There is a need to have records available of the current video holdings of the Division (centrally and in schools) made available to all teachers as a complement to existing catalogues.

There is also a need to discriminate between which titles should be purchased in video format and in 16mm format to provide the best learning and the greatest economy in the Division. This implies the application of the selection criteria and previewing activities on a long range and systematic basis. The involvement of classroom personnel in recommending items and in evaluation before purchase is imperative.

The temptation in the past has been to simply turn-the-machine-on and let it perform its own magic. Many teachers now realize that the impact of quality programs can be heightened with careful preparation, guiding questions and interpretative follow-up discussion. The recording of off-air material for use at alternative times allows for such preparation, and for the integration of this resource along with other complementary materials at the "teachable moment" in the program. Library/media personnel are beginning to play a leadership role in program selection and acquisition, discussion and unit planning with teachers, and interactive follow-up with students. In some schools, videotaped materials are being used with small groups and individuals as flexibly as any other small format resource.

It would appear that a concentrated effort needs to be made to design learning situations which

- develop personal awareness of the impact of television both emotionally and physically
- develop visual literacy skills to enable students to read video resources more effectively.
- use video resources for their educational content rather than their entertainment value.

Some work has been done in the Division in this regard with both teachers and parents. Workshops, with external consultants, have identified people who have special interest and concern in this area.

It would appear that at this time the Division needs

- a low-key campaign to get improved use of existing materials and equipment
- small group workshops dealing with specific aspects of skill development related to the use of video resources
- individualized consultation to assist interested teachers to develop integrated learning, and hopefully this will permeate related departments in larger schools
- to share print materials and guides devised in classroom situations, as is currently done for film.

V PRODUCTION

To compliment the resources that are commercially available, there is a need to produce local materials. There are three major purposes for production:

1. To produce resources of a local nature, and/or of a temporary character.
2. To teach students organizational and production techniques.
3. To give a focus for culminating activities to units or projects, and in so doing demonstrate the understanding of the concepts involved and mastery of the related learning skills.

III PLAYBACK

At present open reel and cassette formats are generally used in the system. The Division has locked itself into the ½ inch format of playback and record units, with Betamax as the most common work horse.

Central (T.L.R.C.) dubbing facilities can handle both 3/4" cassette, and ½" cassette or open-reel formats. Tec Voc High School also has multiple formats available.

In general, most loan material from external sources is available in 3/4" cassette. It is necessary to reduce this format for use in our schools. Until recently this intermediate step was accomplished at Tec Voc, School Broadcast Branch, or at a commercial agency. Now, such adaptation can be easily handled at T.L.R.C. when staff is available.

At the present time, Winnipeg School Division is one of the Boards in the Betamax cassette format. Other boards in the metro area have various systems. To this time, there has been little attempt to collaborate or to exchange materials among Divisions. By and large, the Department of Education is in the 3/4" Umatic format.

The technical promise of Videodisc developments on the horizon deserves attention. Two multi-national corporations are vying for controls of the market. There is no effort to make their systems compatible. However, for the purposes of replay of material, videodisc offers:

1. Greater economy per unit. (It is estimated that a $300 - 16mm film, will be available for about $15 on videodisc).
2. Flexibility of use through selective projection, stop-frame choices, and rapid forward or reverse options.
3. Portability of the material is as simple as handling or storing phonorecords.

Delivery by courier would be highly efficient. In some cases, schools might be able to afford their own specialized collection.

The limiting factors at this time is the cost of the equipment, and the limitations on programs available in the disc format. One must keep in mind that at present, recording capabilities are definitely not within the budget of any School District. This new technology merits careful scrutiny.

IV USE OF MATERIALS

The basic principles of material use apply to video resources in the same manner as to all other instructional materials. The role of library/media personnel in instructional design, curriculum development, and materials selection/production is significant.

General public acceptance of television as a medium, and the reportedly high number of viewing hours by the young, require that educators use television programming selectively.

material has been generated on a regular basis for Cable Channel 13. It would seem logical that this facility might be designated as the production studio for the Division, since it has the personnel and equipment to produce more polished results.

For those schools on limited budgets and with little exposure in the field, it is necessary to provide a pool of loan equipment from the Divisional Centre. Porta-paks and lights are available on loan, with the user receiving basic operator training from the AV Technicians prior to circulation of the equipment. The equipment must be personally picked-up. The expense of such equipment probably puts it beyond the means of all but the larger schools.

SUMMARY

An overview of television services in the Division shows that there is some serious interest on the part of a number of teachers and principals to use this technology for educational purposes. Access to externally prepared video resources is limited by the quantity and type of equipment, and the funding to acquire recording tape for storage purposes available to schools. As experience with quality Instructional Television increases, teachers are using the medium to develop both visual literacy and language skills. Local production has begun in schools where teachers wish to explore the technology as a teaching tool which involves students more actively in their own learning.

RECOMMENDATIONS FOR TELEVISION DEVELOPMENT

1. That the Senior Administration negotiate with the local cable television distribution firms for cable linkage to all schools in the system.

2. That the Senior Administration bring strong pressure to bear on the Department of Education to establish at least one educational television channel through the Manitoba Telephone System and the C.R.T.C., or alternatives.

3. That, once equitable costs have been negotiated, the Division embark on a systematic program of cable installations in all schools; and that co-axial cable be installed in all new schools at the time of construction.

4. That there be a systematic acquisition of materials in video format to complement the film collection, especially at the secondary levels and that these be housed and circulated through T. L. R. C.

5. That compatability of all equipment be maintained across the system, and that future models be acquired to complement existing equipment.

6. That the Division clearly ennunciate a policy on retaining material copied off-air only when written clearance is obtained.

7. That funding for the maintenance of the existing pool of portable television equipment be provided as part of the T. L. R. C. budget, and that a sum be allocated each year for upgrading and replacement.

8. That series of workshops be instituted to promote an effective television utilization program, and that they include sessions on use of existing quality resources, equipment operation and maintenance, and television production methodology.